DOCUMENT RESUME

ED 235 353 CE 037 164

TITLE	Child Guidance for Child Caregivers: Student Laboratory Manual.
INSTITUTION	Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS AGENCY	Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE	Jun 83
NOTE	151p.; For a related document, see CE 037 163.
AVAILABLE FROM	Home Economics Curriculum Center, Box 4067, Texas Tech University, Lubbock, TX 79409.
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Behavioral Objectives; *Child Caregivers; Child Care Occupations; *Children; *Day Care; Experiential Learning; *Guidance; Laboratory Training; *Occupational Home Economics; *Student Experience

ABSTRACT

Designed to enhance student knowledge of and skills in child guidance in group care settings, this manual provides 50 laboratory experiences for five units. Units cover foundations and assumptions (2 laboratory experiences), developmental factors (8), indirect guidance (14), direct guidance (14), and strategies (12). Each unit includes performance objectives, an overview (information on the unit topic), a brief list of references for more information, and laboratory experiences in a child care setting. Laboratory experiences are of two types: observation experiences (observation of young children and their caregivers) and participation experiences (planning of activities and direct work with the children). Laboratory experiences are in a format with these components: learning objective, directions, and key questions to be answered. Self evaluation forms are provided in each unit. Units with participation experiences also include forms for instructor evaluations. Introductory materials include guidelines for a successful laboratory experience. A glossary of terms and a bibliography are appended. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED235353

Child Guidance for Child Caregivers: Student Laboratory Manual

Developed By:

Home Economics Curriculum Center
Box 4067, Texas Tech University
Lubbock, Texas 79409

Directed By:

Texas Tech University
College of Home Economics
Lubbock, Texas

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

In Cooperation With:

Texas Education Agency
Division of Post-Secondary Programs
Department of Occupational
Education and Technology
Austin, Texas

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

D Bristow

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 037164

JUNE 1983

Acknowledgments

These materials were developed through funding from the Department of Occupational Education and Technology, Texas Education Agency, Austin, Texas under Subpart 3, Program Improvement, of Public Law 94-482, and in cooperation with the College of Home Economics, Texas Tech University, Lubbock, Texas. The Research Coordinating Unit, Texas Education Agency, coordinates all program improvement activities.

Members of the Advisory Committee who provided input regarding content and reviewed drafts of the materials include:

Sue Ballinger, First Baptist Child Development Center
Lubbock, Texas

Melonye Curtis, Amarillo College
Amarillo, Texas

Alice Duncan, Brazosport Day Care, Inc.
Freeport, Texas

Bea Ganson, Day Nursery of Abilene, Inc.
Abilene, Texas

Jean Isaac, Child, Inc.
Austin, Texas

Dr. Jeanette Jenkins, Texas Tech University
Lubbock, Texas

Catherine Mason, Central Texas College
Killeen, Texas

Sue Morrow, Excellent Beginnings
Lubbock, Texas

Dr. Carroll Parker, Texas Education Agency
Austin, Texas

Pat Stillwell, Del Mar College
Corpus Christi, Texas

James Strickland, Child, Inc.
Austin, Texas

Additional field reviewers were:

Jane Byers, San Antonio College
San Antonio, Texas

Geraldine Carey, McLennan Community College
Waco, Texas

Maryln Hair, Odessa College
Odessa, Texas

Theo Pilot, Eastfield College
Mesquite, Texas

Gayla Roberts, Henderson County Junior College
Athens, Texas

Jan Smith, College of the Mainland
Texas City, Texas

Christina Vigil, El Paso Community College
El Paso, Texas

Sue Martin, Graduate Research Assistant,
was instrumental in developing the copy
for this publication.

Table of Contents

		Page
Acknowledgments		iii
List of Learning Objectives		vii
Introduction		1
Guidelines for a Successful Lab Experience		3
Unit I:	**Foundations and Assumptions**	
	Performance Objectives	5
	An Overview	6
	Lab Experiences	9
	Self-Evaluation Forms	11
Unit II:	**Developmental Factors**	
	Performance Objectives	13
	An Overview	14
	Lab Experiences	19
	Self-Evaluation Forms	29
	Participation Evaluation Forms	31
Unit III:	**Indirect Guidance**	
	Performance Objectives	33
	An Overview	35
	Lab Experiences	42
	Self-Evaluation Forms	65
	Participation Evaluation Forms	67
Unit IV:	**Direct Guidance**	
	Performance Objectives	69
	An Overview	70
	Lab Experiences	75
	Self-Evaluation Forms	91
	Participation Evaluation Forms	93
Unit V:	**Strategies**	
	Performance Objectives	95
	An Overview	96
	Lab Experiences	105
	Self-Evaluation Forms	133
	Participation Evaluation Forms	135
Glossary of Terms		137
Bibliography		139

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT EASTERN DISTRICT OF TEXAS, TYLER DIVISION

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 WAS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except when age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

List of Learning Objectives

Lab Experience	Learning Objective	Page
1	Identify caregiver behaviors related to specific behavior goals.	9
2	Identify possible caregiver values which are related to specific guidance techniques.	10
3	Identify impulsive and reflective styles in a group of young children.	19
4	Describe the influence of memory development on the behavior of the young child.	20
5	Work with young children to observe their ability to conserve number.	21
6	Observe how caregivers use verbal guidance.	22
7	Describe examples of egocentrism in young children.	23
8	Observe prosocial behaviors shown by preschool children.	24
9	Note the responses of young children to a moral dilemma story.	25
10	Analyze guidance of toddlers and preschoolers focusing on differences in physical abilities.	27
11	Observe the effects of child-staff ratios on the behaviors of children and their caregivers.	42
12	Identify positive environmental features of an indoor child care environment.	43
13	Identify positive environmental features of an outdoor child care environment.	44
14	Analyze traffic flow in the indoor child care environment.	45
15	Observe and analyze traffic flow in the outdoor child care environment.	46
16	Analyze the effect of materials in the environment on the behaviors of young children.	47

Lab Experience	Learning Objective	Page
17	Plan and implement an interesting learning center activity for infants or toddlers.	48
18	Plan and implement an interesting learning center activity for preschoolers.	50
19	Evaluate the influence of an indoor child care environment on children's behaviors.	52
20	Evaluate the influence of an outdoor child care environment on children's behaviors.	54
21	Evaluate the effects of creative use of vertical or horizontal space in the child care environment.	56
22	Analyze the use of transitional activities in a child care setting.	61
23	Plan and use transitional activities in a group child care setting.	62
24	Observe a planning meeting of child caregivers.	64
25	Analyze caregivers' consistency in guiding a group of young children.	75
26	Anticipate undesirable child behaviors before they happen.	76
27	Identify behaviors learned as a result of modeling.	77
28	Utilize good listening skills with young children.	78
29	Analyze infant and toddler caregivers' use of redirection and distraction.	79
30	Use redirection, distraction, and giving choices in working with a group of preschool children or toddlers.	80
31	Outline utilization and usefulness of rules for a group of preschool children.	81
32	Review or establish a set of rules with a group of preschool or school-age children.	82
33	Identify principles of behavior modification used in a group child care setting.	83
34	Use positive reinforcement and extinction to change a child's (or adult's) behavior.	84
35	Use positive induction while working with a group of young children.	85
36	Analyze children's misbehavior in order to identify the goals of misbehavior.	86

Lab Experience	Learning Objective	Page
37	Use "I-messages" in working with young children.	88
38	Evaluate a guidance system.	89
39	Encourage displays of prosocial behavior during informed interactions with young children.	105
40	Conduct with young children a small group experience focusing on prosocial behaviors.	106
41	Plan and conduct with young children a small group experience focusing on prosocial behaviors.	115
42	Conduct with young children an experience which focuses on the development of self-control.	116
43	Plan and conduct with young children an experience which focuses on the development of self-control.	123
44	Guide young children in acquiring appropriate means of interaction.	124
45	Observe young children's aggressive behaviors.	125
46	After observation, make a plan for changing a child's undesirable behavior.	126
47	Observe caregivers' use of indirect and direct guidance during learning centers and a large group activity period.	127
48	Plan and conduct with young children a large group experience using appropriate guidance techniques.	128
49	Observe guidance of children during a daily routine.	129
50	Plan and conduct a field trip with a group of young children.	130

Introduction

Guidance of young children is of vital concern to parents and child caregivers.* Recognizing its importance, many authors have written on the subject. Hence there is a wealth of information on guidance of young children. Yet, adults often respond to children in the same ways they were responded to as children. The purpose of these materials is to expose you to the various factors which influence children's behaviors and a caregiver's guidance. You will be able to carefully consider all those elements which contribute to appropriate child guidance and to practice good guidance techniques. In this way, you will begin to develop an individual and effective style of child guidance.

Child Guidance for Child Caregivers is designed to prepare you for guiding young children in the group child care setting. The experiences in each unit are intended to enhance your knowledge of and skills in child guidance. The laboratory (lab) experiences require you to observe and participate in the guidance of young children.

The manual is divided into five units plus a glossary and a bibliography. Each unit includes: Performance Objectives, An Overview, and Lab Experiences. The first page of the unit lists the performance objectives. The objectives list what you should be able to do after you finish the unit. The unit overview gives information on the unit topic. At the end of the overview several books are listed. Read these references for more information on guidance of young children. The lab experiences provide opportunities for you to observe and participate in activities related to the unit topic in a child care setting. Observation experiences require you to observe young children and their caregivers. Participation experiences require you to plan activities and work directly with the children. Each unit with participation experiences includes self-evaluation forms as well as forms for instructor evaluation.

*The term *child caregiver* as used in this manual refers to any individual who has responsibility for the direct care of children in a group child care setting.

Child Guidance for Child Caregivers is a workbook. Write your descriptions of the lab experiences in the manual. These lab experience reports may be turned in to your instructor for evaluation and feedback. This manual will assist you in gaining knowledge, skills, and positive attitudes about the guidance of young children in group care settings. The classroom learning experiences provided by your instructor and your reading assignments will also help you become a competent caregiver of young children.

12

Guidelines for a Successful Lab Experience

You and your instructor will work together to decide which laboratory (lab) experiences you will do in each unit. Some courses may allow enough time for you to complete all of the lab experiences. Whichever activities you do, the following guidelines will help you have successful lab experiences.

1. Before beginning to work in the lab, obtain a copy of your state's licensing standards for child care centers. Familiarize yourself with the guidelines regarding the guidance or discipline of young children. Observe these guidelines carefully as you work with young children.

2. *Always read the unit overview and assigned readings.* You will need an understanding of the topic before you begin your observation and participation experiences.

3. *Notice the learning objective of each lab experience before beginning the experience.* The learning objective tells you the purpose of the lab experience. Reaching this learning objective will help you achieve one of the performance objectives at the beginning of the unit.

4. *Read and follow the directions for each lab experience carefully.* When you have completed the experience, answer the key questions for the lab experience.

5. *Plan ahead.* Work with your course instructor to plan which lab experiences you will complete and where they will be carried out. Work also with the caregiver of the children with whom you will be carrying out your lab assignment. Together, plan the date, time, and group of children with whom you will work. Get both your instructor's and the caregiver's approval for the lab experience you are planning. Be sure that both your instructor and the children's caregiver know what you will be doing each time you visit.

6. *Be reliable.* If you are scheduled to be at the child care center to conduct an experience with the children, be sure to arrive on time and follow through with your plans. Most experiences will take 30 to 60 minutes depending on whether you are participation or observing.

7. *If you are already employed at a child care center, work with both your instructor and your center director to schedule your lab experiences.* You may be able to complete some of the experiences with your own group of children. If you need to visit other rooms in your center or another center, you will want to check this out with your instructor and the director.

Performance Objectives

Foundations and Assumptions Unit I

- Define the term *guidance.*
- State the goals of child guidance in the group child care setting.
- Explain how adults' definitions of acceptable and unacceptable behavior affect their guidance of young children.
- List desirable child behaviors in the group child care setting.
- List undesirable child behaviors in the group child care setting.

An Overview

The term *guidance* means different things to different people. To some, it means telling children what to do. To others, it may mean punishment to stop undesirable behavior. However, guidance involves much more than either of these ideas. *Guidance* includes direct words and actions that promote or change children's behavior. Caregivers' guidance of young children is based on certain foundations and assumptions.

Information about different types of guidance, how and when to use the various types, and the results of their use, form the *foundations* for child guidance. Foundations of child guidance include *goals* for children and the reasons these goals are thought to be important.

Assumptions are personal beliefs or opinions about guidance. Becoming conscious of personal assumptions is important. Sometimes caregivers are unaware of their assumptions. After close examination, caregivers may decide that some of their assumptions are incorrect, or only partially correct. Caregivers may also become more confident about some of their other assumptions.

The overview below is a brief discussion about how foundations and assumptions influence guidance. More complete information on the subject can be found in one of the references listed at the end of the overview.

Foundation Goals

Goals are behaviors which caregivers want to develop within each child. In planning goals for guidance, a focus on the total child ensures that each child develops to the fullest possible potential. To plan goals effectively, it is helpful to consider what each child needs, both now and in the future. Children's needs vary depending on such factors as culture, learning style, and handicaps. Short- and long-term behavior goals provide a framework for making sound decisions about guidance.

Long-term goals for guidance in the group child care setting usually include: safety and health; social and emotional development, including independence and the ability to get along with others; imagination, creativity, and individuality; cognitive development, including curiosity; and physical development. From these long-term goals, specific or short-term goals can be identified. For example, consider the long-term goal of safety. A short-term goal might be for children to walk when they are inside the building. The foundation for developing this behavior is that children can be injured from running into one another in a narrow hallway.

Both long- and short-term goals are influenced by values of caregivers, parents, and community. Other influences include the individual child's needs and developmental levels, as well as the immediate physical environment. Planning goals should involve carefully thinking through which behaviors are important and necessary for each child in a given child care center and community.

Assumptions

Caregivers' definitions of acceptable and unacceptable behavior are based on their assumptions about behavior. These personal assumptions, or values, develop gradually. They are shaped by the caregivers' knowledge and understanding of child development and their experiences with children. Caregivers' childhood experiences, including their own parents' and communities' values, also have an impact on assumptions about behavior.

Even though many personal assumptions about behavior are unconscious, they affect the caregiver's choices of goals and actions. For instance, some people were reared in families where children were "seen, not heard." Such a caregiver may value a quiet room so much that self-expression and language development are discouraged. Becoming aware of assumptions allows the caregiver to understand and think through decisions which are often made automatically. The caregiver can then consciously choose which values are worthwhile and will result in sound guidance.

Developing an awareness of personal assumptions about children's behavior also promotes consistency between caregivers' actions and their values. Expectations cannot be clearly communicated to children without consistency between the caregiver's behavior and assumptions. When actions and assumptions agree, a confident attitude reinforces the caregiver's words and expectations.

In examining personal assumptions about behavior, caregivers should also consider the degree to which a behavior is acceptable. Many behaviors which caregivers consider "bad" may offer a chance for the child to learn and grow. For example, an

argument between two children about whose turn it is to swing can be a growth experience. Allowing children to work out the situation as much as possible helps them practice compromising as well as other social skills. If a discussion develops into a physical fight or name-calling, direct guidance from the caregiver is needed. The behavior of disagreeing or self-assertion might be acceptable as long as a child is not being hurt physically or emotionally. Unsafe, destructive behavior which harms the child, others, or property should be stopped and redirected.

Besides the caregiver's own assumptions, there are other influences in defining acceptable and unacceptable behavior for young children. Parents' values are very important. When family values are different from teacher values, children may become confused. An awareness of home situations and values is essential. This awareness is helpful, both in understanding children's behavior and in developing realistic expectations for behavior at the child care center.

The caregiver should also be aware of community values. The center exists within the community and serves people of the community. Therefore, community values about behavior must be taken into consideration.

Policies about behavior which are already set by the center's board of directors or administrators are another influence. Such policies affect what behaviors must be encouraged by the caregivers who work in the child care center.

Summary

Foundation goals for and assumptions about children's behaviors are powerful influences on child guidance. Developing an awareness of how each affects the caregiver's definitions of behavior is important in quality caregiving. Both of these factors also determine what guidance technique is applied in specific situations. Examining foundations and assumptions about children's behaviors helps the caregiver make appropriate guidance decisions.

REFERENCES

Hildebrand, Verna. *Guiding Young Children* (Chapters 1 and 22).
Marion, Marian. *Guidance of Young Children* (Chapter 2).

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 1

LEARNING OBJECTIVE

Identify caregiver behaviors related to specific behavior goals.

DIRECTIONS

1. Observe a group of children during self-selected activities time.
2. Watch for caregiver behaviors which contribute to children's achievement of at least three of the behavior goals listed below.

Describe in detail a caregiver's direct or indirect actions or words which you believe are directed toward helping children achieve any three of the following goals.

safety -

independence -

cooperation -

positive self-concept -

respect for the rights of others -

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 2

LEARNING OBJECTIVE

Identify possible caregiver values which are related to specific guidance techniques.

DIRECTIONS

1. Observe a group of children during an indoor free play period.
2. Be alert for examples of both direct and indirect guidance.

Describe in detail three examples you observed of either direct or indirect guidance.

For each example, identify the values that might influence the specific guidance observed.

20

SELF-EVALUATION FOR LABORATORY EXPERIENCES

Name of Student: _____ Date: _____

Course Instructor: _____ Course: _____

Lab Experience: _____

Briefly describe the events of your experience.

Answer the following questions.	Yes	No	N/A
1. Did I read the unit overview and assigned readings?	☐	☐	☐
2. Did I read the lab experience carefully before beginning?	☐	☐	☐
3. Did I follow the directions?	☐	☐	☐
4. Did I arrive on time as planned?	☐	☐	☐
5. Were my materials or equipment ready?	☐	☐	☐
6. Did I know the assignment well enough to carry it out without referring to notes?	☐	☐	☐
7. Did I introduce myself to the caregiver and children?	☐	☐	☐
8. Did I achieve the learning objective for the lab experience?	☐	☐	☐
9. Were my personal goals for the experience achieved?	☐	☐	☐

Describe what you feel you accomplished as a result of this experience.

How could you improve your performance?

SELF-EVALUATION FOR LABORATORY EXPERIENCES

Name of Student: _____ Date: _____

Course Instructor: _____ Course: _____

Lab Experience: _____

Briefly describe the events of your experience.

Answer the following questions.	Yes	No	N/A
1. Did I read the unit overview and assigned readings?	☐	☐	☐
2. Did I read the lab experience carefully before beginning?	☐	☐	☐
3. Did I follow the directions?	☐	☐	☐
4. Did I arrive on time as planned?	☐	☐	☐
5. Were my materials or equipment ready?	☐	☐	☐
6. Did I know the assignment well enough to carry it out without referring to notes?	☐	☐	☐
7. Did I introduce myself to the caregiver and children?	☐	☐	☐
8. Did I achieve the learning objective for the lab experience?	☐	☐	☐
9. Were my personal goals for the experience achieved?	☐	☐	☐

Describe what you feel you accomplished as a result of this experience.

How could you improve your performance?

Performance Objectives Developmental Factors Unit II

Intellectual

- Relate selection of guidance techniques to typical perceptions of young children.
- Relate selection of guidance techniques to the development of self-control in young children.
- Relate selection of guidance techniques to memory development in young children.
- Relate selection of guidance techniques to language development in young children.

Social

- Relate selection of guidance techniques to egocentrism in young children.
- Relate selection of guidance techniques to social development of young children.
- Relate selection of guidance techniques to children's moral development.
- Analyze how children's self-concepts are affected by the guidance techniques used by adults.

Physical

- Relate selection of guidance techniques to children's physical development.
- Determine how children's physical health influences guidance from caregivers.

An Overview

A caregiver's efforts to guide children's behavior is more successful when developmental factors are understood. Chiidren's intellectual, social, and physical development determine what types of guidance techniques will be appropriate. The following overview will describe how caregivers' selection and use of guidance techniques is influenced by children's developmental levels. More in-depth information can be found in one of the references listed at the end of the overview.

Intellectual

Four aspects of intellectual development have a particular impact on child guidance: perception, self-control, memory, and language. Although these areas are described separately, it should be remembered that they are interrelated.

Perception. Consider the children's perceptions in the following situation. Alpha had made an egg carton color-matching game for the four-year-old preschoolers with whom she worked. The game was a success. The four-year-olds were able to sort 12 colored circles into the appropriate matching slots in the egg carton. One day Alpha was assigned to assist the caregiver of the young toddlers. She took along the matching game. Right away, she noticed that the toddlers were not able to sort the colors as easily as the preschoolers. The toddlers were more interested in poking their fingers into the egg carton slots and in tasting the circles. Realizing the perceptual differences between the toddlers and preschoolers, Alpha left the carton out for the toddlers to examine but put the circles away.

The term *perception* refers to the way in which sensory information is detected and interpreted. The preschoolers in the example above were able to tell the difference between all 12 colors and sort them accordingly. The toddlers may have been aware of the colors and circles but were not able to see that colors in the carton matched the colored circles.

When caregivers guide young children, they need to be aware of children's perceptual abilities. The younger child's perceptions are broader and their understandings more general than those of

the older child. That is why a four-piece puzzle of complete objects is fun for toddlers. A twelve-piece puzzle with randomly divided pieces is frustrating. The younger the child, the less capacity the child has to attend to details. Both direct and indirect guidance techniques should be selected based upon the child's level of perception.

Self-Control. The development of self-control progresses steadily throughout early childhood. *Self-control* is evident when children are able to consciously determine their behavior. Children become less dependent on the external control of adults and gradually come to control their behaviors internally. However, young children are not always consistent in their display of self-controlled behavior. This fact alone means that caregivers must be patient when guiding young children's behaviors.

Children can display self-control in several ways. They can make choices and decisions when given the opportunity. Caregivers can help children develop self-control by giving them opportunities to make appropriate choices. For example, a child who is coloring inside a library book might be told, "Books are for reading and looking at pictures. You can color on this paper or on the cardboard box in the art center."

In addition to making decisions, children can learn to refrain from behaviors which they know are not allowed. For example, a five-year-old child said aloud to herself while painting, "The yellow brush goes in yellow. The red can't go in yellow." In other words, the child was using self-control to refrain from mixing the paintbrushes.

Young children are capable of following simple, concrete rules. Rules for preschool children should be simple, concrete, and kept to a minimum. Infants and toddlers are not as easily guided by rules as by other guidance methods. They are not as capable of refraining from certain behaviors.

Children can exhibit self-control in many ways other than the two ways that were mentioned above. The important point to remember is that caregivers can expect some self-control from young children some of the time, but not all of the time.

Memory. Parents and caregivers have been heard to make remarks such as, "I told them yesterday that blocks are for building, not for throwing! Why can't they remember?" Adults sometimes forget how easily young children forget. In guiding young children's behaviors, caregivers need to be aware of children's memory development.

Both *short-term* and *long-term memory* are active in young children. Short-term memory stores information for a few minutes. Information that is retained for longer time periods is stored in the long-term memory. Information in the short-term

memory is either lost (forgotten) or is transferred into long-term memory. Young children are not as capable of moving information from short- to long-term memory as older children and adults. They easily forget because their skills in transferring information into long-term memory are not yet well-developed. Language and the ability to classify information increase as children grow older, giving them the skills needed to develop their memory capacity.

Children are more likely to retain information presented in small units if they repeat or practice and if their senses are involved. For example, a simple playdough recipe with flour, water, and salt is more easily remembered than a recipe for cupcakes with more ingredients. After making playdough two or three times, children remember the ingredients and how to mix them. Not only have the children practiced, but several of their senses are involved in making the playdough.

Language. Language plays an important part in children's development. Language affects memory and self-control. As children gain the ability to label objects, they become more capable of remembering. When children can verbalize to themselves what they want to do, their ability to control their own behavior increases. Children's abilities to remember and to control their own behaviors influence the appropriateness of various guidance techniques.

How well children understand language is also a factor in child guidance. The caregiver's use of words to guide children's behavior is called *verbal guidance.* Verbal guidance is most effective when geared to the developmental level of the child. For example, a caregiver trying to stop a toddler from climbing on a shelf would get a better response to "Come down" than to "We climb on the monkey bars, not the shelves, when we are inside." However, a five-year-old would probably respond to the last statement quite well. The point to remember is that the adult's language must be on a level that the child will understand. This means using short, simple sentences which contain words the child can understand.

Social

Four elements of social development are especially related to child guidance: egocentrism, prosocial behaviors, moral development, and self-concept. Each of these elements influences how caregivers select and use various guidance techniques. In addition, guidance techniques can promote children's prosocial behaviors, moral development, and self-concept.

Egocentrism. The term *egocentrism* as applied to young children does not mean that they are selfish. It simply means that children tend to see the world from their own point of view. For example, during naptime, Jacob gets up to go to

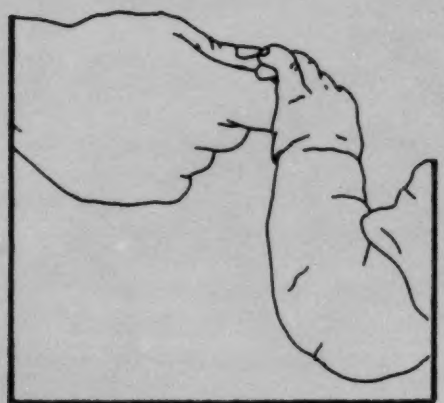
the bathroom. Someone else is in the bathroom. Jacob bangs loudly on the door to be sure the person within hears him. He doesn't realize that the noise might disturb the other sleeping children. A caregiver, who is aware that Jacob's thinking is egocentric, would not reprimand him but help him see the other point of view. "Jacob, when you knock on the door so loudly, it wakes the other children. Knock softly." The caregiver helps him remember the welfare of others.

Young children gradually develop the ability to put themselves in another person's shoes. However, this comes only in time and after many social experiences with children and caring adults.

Prosocial Behavior. Cooperation, helping, comforting, and sharing are all *prosocial behaviors.* Such actions are taken for the benefit of others without an expected reward. Considering the egocentric nature of children, it seems that young children would not be capable of prosocial behavior. Yet, children as young as two years of age are capable of showing concern for others. For example, Richy, a toddler, fell on the sidewalk and began crying. Rachael, another toddler in the group, came over and gently patted his knee saying, "OK now?"

Research studies have shown that children learn many behaviors from modeling and from effective guidance techniques. Caregivers who use inductive guidance, in which children are helped to understand the feelings of others, promote the development of prosocial behavior. More information about how to promote prosocial behavior will be given in Unit V.

Moral Development. Moral development is a way of describing the process by which individuals come to abide by a set of principles which guide human interactions. Kohlberg's stage theory is one way to understand children's moral development. The earliest stage is called "Punishment and Obedience Orientation." Children are motivated toward desirable behavior for fear of punishment or expected rewards. Stage 2, "Instrumental Relativist Orientation," describes motivation based on one's own needs. It also involves some elements of give and take. In other words, "I'll do this for you if you do that for me." Stage 3 is known as the "Interpersonal Sharing Orientation." At this stage children are motivated by pleasing or winning approval of others. Although Kohlberg identified six stages, caregivers are most likely to encounter only the earliest stages in working with young children. In terms of guidance, young children can be motivated by the consequences of their behaviors. Caregivers can also appeal to children's developing sense of fairness.



Self-Concept. Guidance techniques selected by the caregiver not only influence the child's behavior but communicate an opinion about the child. For example, a caregiver stops a

child from riding a tricycle into the sand pit by saying, "Don't you remember the rule! What's wrong with you today?" At the same time, however, the caregiver is expressing a negative opinion about the child. In so doing, the child's self-concept is damaged.

Healthy, positive self-concepts develop as a result of positive feedback from caring adults. Hence, guidance techniques selected should not focus on the child as a person, but on the child's behavior. "The children don't like it when you ride into the sand pit. That ruins their building. Ride your tricycle on the sidewalk" guides the child in a positive way. Any type of guidance technique, no matter how effective, that has a negative influence on the child's self-concept should be avoided.

Physical

A sound knowledge of the sequence of physical development helps caregivers know what behaviors to expect at various points in children's development. If a caregiver understands the manipulative ability of two-year-olds, toys requiring fine motor skills, such as wooden stringing beads, will not be provided. Such materials cause frustration which may lead to undesirable behaviors. Young children are learning to master their bodies. Sometimes they are awkward and clumsy. Caregivers should remember this when accidents happen or frustration develops.

Consideration must also be given to the impact of handicaps on the selection and use of guidance techniques. Children with physical disabilities need guidance in adjusting to their handicapping conditions. Effective guidance techniques which are appropriate for the individual child should be used.

Whenever behavior problems arise, caregivers should first find out if there is a physical cause. For example, a hard-of-hearing child might be seen as obstinate by a caregiver unaware of the problem. Many physical disorders as well as illnesses can cause undesirable behaviors in young children. In such cases, addressing the cause of the problem is an important guidance technique.

Summary

Intellectual, social, and physical development all influence the choice of guidance techniques appropriate for use with young children. Knowledge of intellectual, social, and physical development will help caregivers make appropriate guidance choices. The guidance techniques used by caregivers will, in turn, have an effect on children's development in these areas.

REFERENCES

Craig, Grace J. *Human Development.*

Lefrancois, Guy R. *Of Children: An Introduction to Child Development.*

Marion, Marian. *Guidance of Young Children* (Chapter 1).

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 3

LEARNING OBJECTIVE

Identify impulsive and reflective styles in a group of young children.

DIRECTIONS

1. Review the handout on impulsivity and reflectivity given to you by your instructor. Or, research the work of Jerome Kagan on this topic.
2. Observe a group of preschool children for about one hour.
3. Focus your attention on one child at a time. Look for indications of reflectiveness or impulsivity in each child.
4. Answer the questions below.

KEY QUESTIONS

Describe the activities of two children who showed evidence of reflective behavior.

Describe the activities of two children who showed evidence of impulsivity.

Did the children you observed seem to fall exclusively into one of the two styles? Did you notice some children exhibiting both types of behaviors? Explain.

Did the more impulsive and reflective children receive different types of guidance from the caregiver? Describe your observations.

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 4

LEARNING OBJECTIVE

Describe the influence of memory development on the behavior of the young child.

DIRECTIONS

1. Observe a child in a preschool setting.
2. Record the child's activities for a 30 minute period.
3. Analyze the child's activities to identify the influence of memory.
4. Answer the questions below.

KEY QUESTIONS

Record your observations of the child's activities. Remember to record only observed facts.

During this 30 minute period, how did the child use memory? Describe what evidence you observed that shows the child's memory working.

Give one example of the child's failure to remember, if one was observed. Did the caregiver respond? If so, how?

30

Student's Name: _____ Date: _____
Course: _____

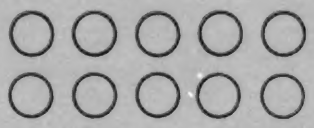
LAB EXPERIENCE 5

LEARNING OBJECTIVE

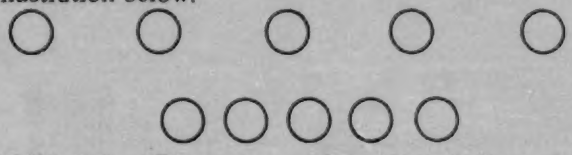
Work with young children to observe their ability to conserve number.

DIRECTIONS

1. Research references to find out about conservation of number and mass as described by Jean Piaget.
2. Arrange to work with a few preschool children as they play with clay or playdough.
3. Take some of the clay yourself. Divide the clay into two equal-sized balls. Ask one of the children if the two balls are the same size. Flatten one of the balls and ask the same questions again. Note the child's response.
4. Next, divide the clay into ten little balls. Arrange them on the table as illustrated below.



Ask the child, "Does one row have more balls or do they have the same number?" Note the child's response. Arrange the top row to look like the illustration below.



Ask the child again, "Does one row have more balls or do they have the same number?" Note the child's response.

5. Try the same activity with one or two more children noting their responses.
6. Answer the questions below.

KEY QUESTIONS

In the space below, note the first names of the children you worked with and their responses to the activity.

Which children were able to conserve, that is know that the mass and number of the clay balls does not change when you change the form?

Why are children in the preoperations stage unable to conserve? Research references or refer to your class notes.

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 6

LEARNING OBJECTIVE

Observe how caregivers use verbal guidance.

DIRECTIONS

1. Arrange to observe a group of toddlers or preschool children and their caregiver.
2. Note the verbal responses of the caregiver.
3. Answer the questions below.

KEY QUESTIONS

How did the caregiver use verbal guidance? Describe several examples of what you observed.

Describe the caregiver's use of concrete or abstract terms. [NOTE: Concrete terms refer to observable items or behaviors in the environment ("chair," "door," or "run"). Abstract terms refer to ideas ("good," "happy," "self-concept").]

How did the children respond to the caregiver's verbal guidance?

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 7

LEARNING OBJECTIVE

Describe examples of egocentrism in young children.

DIRECTIONS

1. Arrange to observe a group of preschool children.
2. Recall that egocentrism is the tendency for young children to view things from their own point of view.
3. Observe preschool children for evidence of egocentrism.
4. Answer the questions below.

KEY QUESTIONS

Describe three examples which illustrate a child's egocentrism.

What was the child's point of view in each case?

How might the caregiver respond to the above situations so that children are helped to understand another's point of view?

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 8

LEARNING OBJECTIVE

Observe prosocial behaviors shown by preschool children.

DIRECTIONS

1. Arrange to observe a group of toddlers or preschool children.
2. Recall that prosocial behaviors are actions done to benefit another in some way.
3. Observe for examples of prosocial behaviors.
4. Answer the questions below.

KEY QUESTIONS

Describe an example of cooperation among the children observed.

Describe an example of comforting shown by a child.

Describe an example of sharing between children.

Describe an example of one child rescuing another child.

What observed behaviors do you assume motivated the children in these examples to exhibit prosocial behaviors?

How did the caregiver respond to each situation?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 9

LEARNING OBJECTIVE

Note the responses of young children to a moral dilemma story.

DIRECTIONS

1. Arrange to work with three children (four years or older) on an individual basis.
2. Present the story and illustrations shown on the following page to each child. Trace or photocopy the illustrations on the following page; cut and mount on cards. Show the illustrations as you tell the story.
3. Ask each child the questions following the story. Note the child's response to the questions.
4. Answer the questions below.

KEY QUESTIONS

Record the answers given to you by each child.

Child 1:

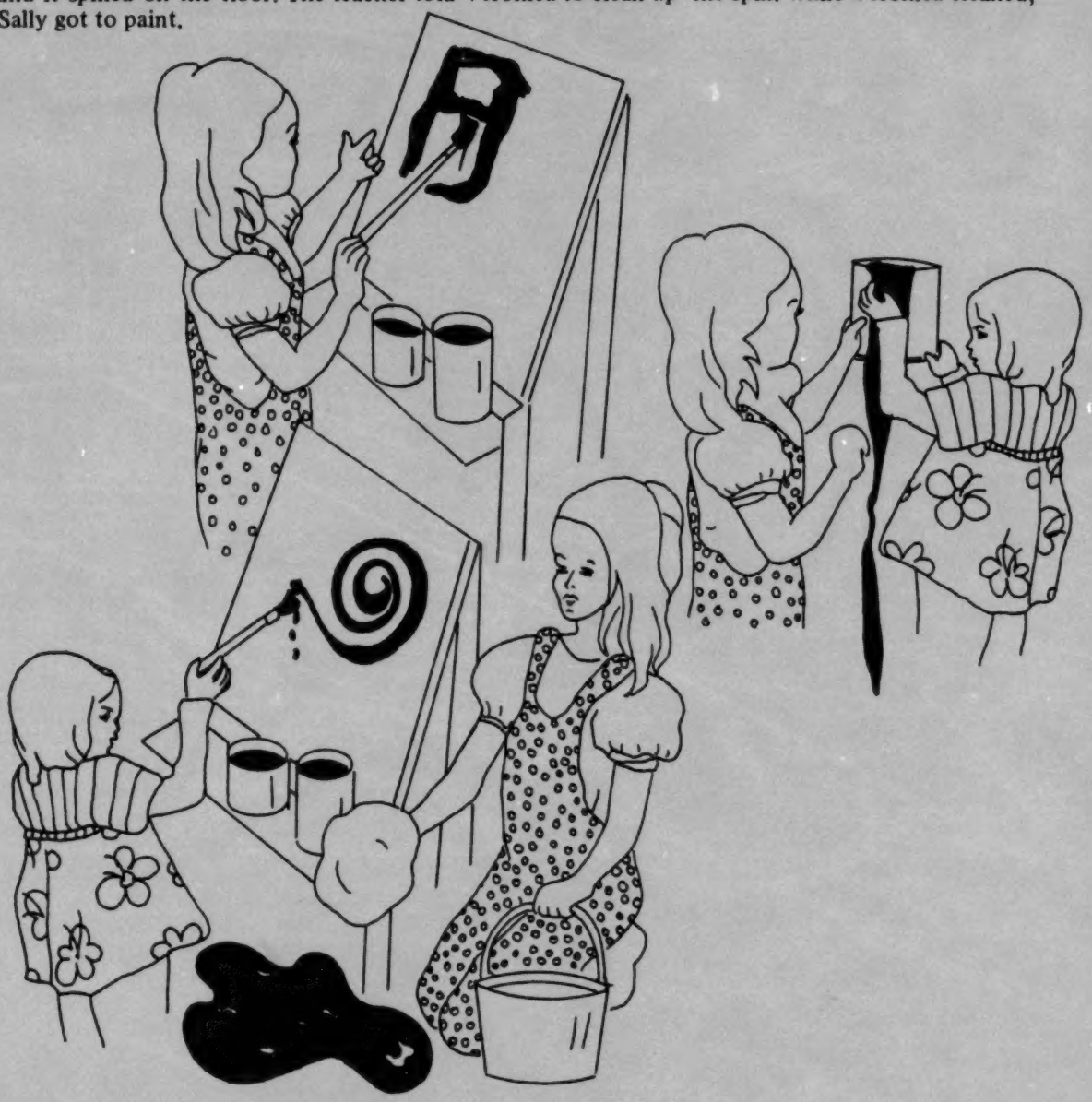
Child 2:

Child 3:

What stage of moral development, according to Kohlberg, might each child be in? Why?

How does a child's moral reasoning relate to egocentrism in the young child?

Sally wanted to paint at the easel. Veronica was not finished and told Sally, "It is still my turn." Sally did not want to wait. She reached for one of the jars of paint. Veronica tried to take it back and it spilled on the floor. The teacher told Veronica to clean up the spill. While Veronica cleaned, Sally got to paint.



Who should have cleaned up the spill? Why?

Should Sally get to paint now? Why?

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 10

LEARNING OBJECTIVE

Analyze guidance of toddlers and preschoolers focusing on differences in physical abilities.

DIRECTIONS

1. Arrange to observe a group of toddlers and a group of preschoolers.
2. Observe the physical abilities of children in each group.
3. Note differences in guidance techniques used by caregivers because of differences in the physical abilities of young children.
4. Answer the questions below.

KEY QUESTIONS

Briefly summarize some of the physical abilities of the toddlers.

Briefly summarize some of the physical abilities of the preschoolers.

Describe examples of how caregivers' guidance of toddlers and preschool children was influenced by the children's physical abilities. Include examples of direct guidance and indirect guidance (environment, schedule).

How are the caregivers' guidance techniques different for toddlers and preschool children?

SELF-EVALUATION FOR LABORATORY EXPERIENCES

Name of Student: _____ Date: _____

Course Instructor: _____ Course: _____

Lab Experience: _____

Briefly describe the events of your experience.

Answer the following questions.	Yes	No	N/A
1. Did I read the unit overview and assigned readings?	☐	☐	☐
2. Did I read the lab experience carefully before beginning?	☐	☐	☐
3. Did I follow the directions?	☐	☐	☐
4. Did I arrive on time as planned?	☐	☐	☐
5. Were my materials or equipment ready?	☐	☐	☐
6. Did I know the assignment well enough to carry it out without referring to notes?	☐	☐	☐
7. Did I introduce myself to the caregiver and children?	☐	☐	☐
8. Did I achieve the learning objective for the lab experience?	☐	☐	☐
9. Were my personal goals for the experience achieved?	☐	☐	☐

Describe what you feel you accomplished as a result of this experience.

How could you improve your performance?

SELF-EVALUATION FOR LABORATORY EXPERIENCES

Name of Student: _____ Date: _____

Course Instructor: _____ Course: _____

Lab Experience: _____

Briefly describe the events of your experience.

Answer the following questions.	Yes	No	N/A
1. Did I read the unit overview and assigned readings?	☐	☐	☐
2. Did I read the lab experience carefully before beginning?	☐	☐	☐
3. Did I follow the directions?	☐	☐	☐
4. Did I arrive on time as planned?	☐	☐	☐
5. Were my materials or equipment ready?	☐	☐	☐
6. Did I know the assignment well enough to carry it out without referring to notes?	☐	☐	☐
7. Did I introduce myself to the caregiver and children?	☐	☐	☐
8. Did I achieve the learning objective for the lab experience?	☐	☐	☐
9. Were my personal goals for the experience achieved?	☐	☐	☐

Describe what you feel you accomplished as a result of this experience.

How could you improve your performance?

PARTICIPATION EVALUATION

Name of Student Observed: _____ Date: _____
Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Observation: _____

Description of the Student's Performance:

EVALUATION CHECK LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Age-appropriateness	☐	☐	☐	☐	☐
Preparation of materials	☐	☐	☐	☐	☐
Introduction to the experience	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Quality of initiating	☐	☐	☐	☐	☐
Quality of responding	☐	☐	☐	☐	☐
Voice tone	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐
*Specific**					
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in specific behaviors to be observed based on the lab experience. This should be done before the student is observed.

PARTICIPATION EVALUATION

Name of Student Observed: _____ Date: _____
Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Observation: _____

Description of the Student's Performance:

EVALUATION CHECK LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Age-appropriateness	☐	☐	☐	☐	☐
Preparation of materials	☐	☐	☐	☐	☐
Introduction to the experience	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Quality of initiating	☐	☐	☐	☐	☐
Quality of responding	☐	☐	☐	☐	☐
Voice tone	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐
*Specific**					
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in specific behaviors to be observed based on the lab experience. This should be done before the student is observed.

Performance Objectives

Indirect Guidance Unit III

Grouping Patterns and Child-Staff Ratios

- Discuss the effects of grouping patterns on the behaviors of young children.
- Discuss the effects of child-staff ratios on the behaviors of young children.

Space

- Discuss the effects the amount of physical space has on the behaviors of young children.
- Explain how the arrangement of the group child care environment affects the behaviors of young children.
- Provide spaces for large group activities, small group activities, and individual activities.
- Arrange the environment so that traffic flows smoothly from area to area.
- Arrange the environment into developmentally appropriate learning centers.
- Provide enough learning centers to avoid overcrowding.
- Make creative use of both vertical and horizontal space.
- Explain how the arrangement of space might be affected by handicapped children in the group.

Materials

- Create an environment which gives children a sense of belongingness.
- Organize materials so that children can select, use, and return materials independently.
- Provide a variety of developmentally appropriate materials for children to explore.
- Provide developmentally appropriate materials to facilitate guidance of handicapped children.

Organizing Time

- Explain how the sequence of events in the caregiving environment affects children's behaviors.
- Organize time into a sequence of events and routines appropriate for the developmental level of the children in the group.
- Plan time periods to balance large and small motor play, caregiver-initiated and child-initiated activities, and structured and unstructured play.

- Use transitions effectively so that children progress smoothly from one event or time period to another.
- Exhibit flexibility when special events or weather call for changes in the regular routine.
- Discuss the importance of holding regularly scheduled planning meetings in which caregivers plan and prepare experiences for the children.

An Overview

Children's behavior is indirectly guided by the use of personnel, space, materials, and time. Children's behavior is influenced by grouping patterns and child-staff ratios. The physical arrangement of the environment encourages or discourages certain behaviors. Organization of equipment and materials leads children to certain kinds of actions in using the materials. An orderly, yet flexible use of time provides consistency and security for each day. The *indirect guidance* techniques available through the planned use of personnel, space, materials, and time are summarized below. Students can find more detailed information in one of the references listed at the end of the overview.

Grouping Patterns and Child-Staff Ratios

The way in which children are grouped and the number of children per adult affect the behaviors of children in a group. Large groups of children confined in the same space increase the potential for undesirable behaviors. The noise level alone is likely to increase tension and result in frustrated children and adults. Often, there are not enough materials to be shared peacefully. If small numbers of children are grouped, opportunities for positive interactions are enhanced. State licensing standards usually give some directives on grouping as well as child-staff ratios. These child-staff ratios are usually minimums and do not necessarily reflect the ideal. Each caregiving situation is different. Regardless of the circumstances, an adequate number of caregivers must be provided to meet the needs of each group of children.

Indoor Space

The indoor space used by a group of children and their caregivers must be thoughtfully arranged. A variety of logically placed activity areas promotes smooth interactions among members of the group. Large, small, and individual activity areas are needed. Careful planning of physical space ensures that overcrowding is avoided. Traffic between areas of the room will be smoother if the space is well arranged. Caregivers can learn to arrange indoor space by effectively using learning centers, boundaries, logical arrangements, areas of varied sizes, and traffic flow.

Activity areas or *learning centers* should be logically arranged and located to provide clues about their appropriate use. Activity and noise levels are important considerations in deciding

where to place each learning center. From a logical arrangement, the child senses what behaviors are acceptable in a given area. For example, a large, open space encourages large motor play. Children in a quiet area are better able to concentrate. Locating quiet activities away from noisy ones is helpful. Distractions from block or dramatic play interfere with concentration needed for many listening activities.

Learning centers should be distinguished by *boundaries* which provide structure and security. Boundaries help the children distinguish where an activity begins and ends. One way to provide boundaries is with furniture. A low book shelf, a group of easels, or a raised platform effectively separate activities. More flexible boundaries are established though the use of color, fabric, and homemade room dividers. Colored tape on the floor effectively separates some areas. A length of fabric hung from the ceiling visually distinguishes an area.

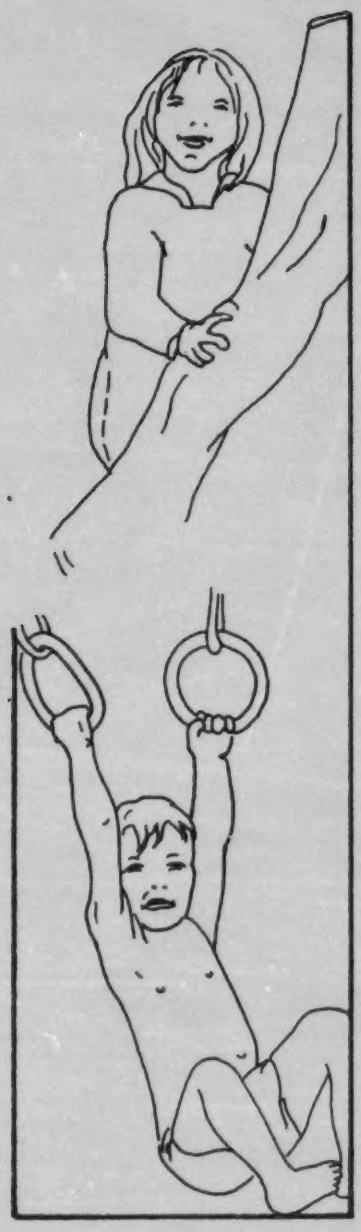
Different floor surfaces also provide boundaries. For example, carpet in the block area separates it from an area with a linoleum floor.

Caregivers can make creative use of throw-away materials to create boundaries. For example, a screen can be made of the plastic holders from six-packs of soft drink cans. Empty ice cream buckets stacked and stapled together can make a functional, low partition. Caregivers can use a variety of creative and interesting ways to define areas of the room.

Logical arrangement within an activity area or learning center is also essential. An area with a low shelf displaying a rack of puzzles needs an appropriate work surface nearby. This arrangement lets the children know the puzzles are to be used in the same area where they are stored.

The floor covering within an area also influences the type of activity appropriate in the area. Low pile carpeting helps muffle the noise from block play. Linoleum is ideal for messy activities such as art and sand or water play. A deep pile carpet or furry rug near the display of bocks invites children to relax with their favorite story.

Children's developmental needs make it necessary to provide *large, small,* and *individual* activity areas. Large, open areas support children's needs for active movement. These areas should feature appropriate large muscle equipment. Another large area should be designated for large group activities such as a circle time or music. Small activity areas in the room give children the opportunity to work with a variety of materials, such as manipulatives and art supplies. Space for small group play in the dramatic play area enhances social relationships.



Individual or private areas are even smaller in size and give children a chance to be alone. These special cozy spaces are calming for many young children. Caregivers should plan at least two such cozy areas. A large cardboard box, an empty flour barrel, a corner screened with hanging fabric panels, or a card table covered with a cloth make suitable private areas. Stuffed animals, a bean bag chair, pillows, and carpet or blankets add finishing touches to these areas.

Awareness of the effects of *crowding* on a group of young children is an important factor in planning space wisely. Crowding often results in children being withdrawn, irritable, or more excitable than usual. A crowded space is likely to result in a higher noise level and fewer positive interactions. To prevent crowding, make sure each person has enough space. The minimum amount of space required per child in a given room is determined by the state licensing standards. Once the caregiver is sure this requirement is met, several techniques can be used to reduce crowding.

Enough learning centers of various sizes spaced throughout the room help children distribute themselves more evenly. When learning centers are all interesting, children are less likely to crowd into one or two popular areas. Another technique is to limit the number of work or play spaces within a given area. The manipulative center with four chairs around the work table suggests the number of children appropriate for this area.

Traffic flow, or the movement of children between learning centers, is another important consideration in the arrangement of space. An easily identified pathway enhances self-direction and prevents confusion. When there is obvious and adequate space to move freely about a room, children can see what choices are available. Smooth traffic flow also reduces disruptions from children colliding with or cutting through activity areas. Areas well-protected from traffic, such as a corner with solid boundaries, are best for quiet or manipulative activities. Another area which needs some protection from traffic is the block building center. If children frequently trespass in the block area, building efforts are often frustrated.

Clearly, much thought and careful planning must go into the arrangement of space in the indoor child care environment. The caregiver's efforts will be rewarded when children in the group are able to interact with the environment and each other in positive ways.

Outdoor Space

As much thought and planning should be given to outdoor space as to indoor space. Many of the same considerations apply. A variety of activity areas, each focusing on a type of play or piece of equipment, should be provided. Areas logically arranged permit unrestrained use of an area and smooth traffic flow between areas.

Caregivers do not have as much freedom to arrange outdoor space if large pieces of equipment are already in place. However, knowledge of quality outdoor play spaces will help caregivers understand the relationship between the arrangement of space and children's behaviors. For example, positive interactions are fostered when there is plenty of room for the children. State licensing standards determine the minimum amount of space needed per child. At least 75 square feet per child is recommended.

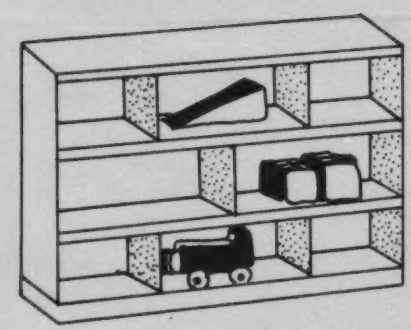
A variety of activity areas also promotes positive interactions. Sand, water, slides, swings, climbing apparatus, and a wheel- toy path are basic outdoor play areas. Children also benefit from private spaces outdoors, for example, a large hollow concrete pipe.

Indoor Materials

Once the indoor space is effectively arranged, the caregiver focuses on completing the indoor environment with thoughtfully arranged materials. A variety of materials maintains children's interest and encourages constructive use of the materials. Caregivers should provide materials which personalize the environment and promote independence and self-esteem.

The time caregivers devote to the organization and maintenance of materials is well spent. Constructive play is encouraged in an organized setting. For example, a shelf which contains a jumble of blocks, books, and other toys promotes misuse of materials. A shelf which contains only blocks and related block building materials encourages appropriate use of the materials.

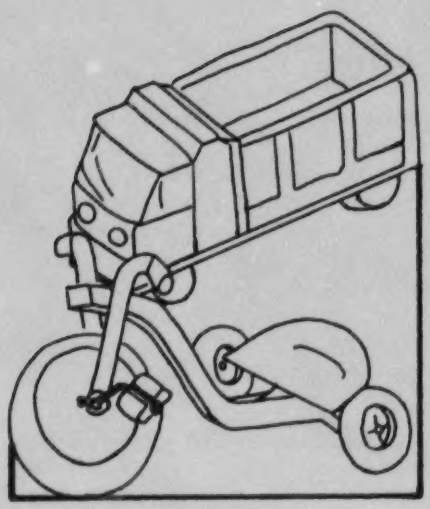
Materials should be arranged to invite children to view, choose, use, and return items independently. Items might be arranged so that each puzzle, game, set of blocks, etc., has a special storage place on the shelf. Blocks can be returned to a shelf where the block shapes are outlined. Puzzles can be stored in a special puzzle rack. A well-organized environment promotes independent play. In addition, many unpleasant moments can be avoided if materials are properly maintained. Missing pieces or broken toys are frustrating for young children. Caregivers should remove such items from the environment until they are repaired.



Caregivers need to provide an appropriate quantity and variety of materials. The materials should match children's interests, needs, and developmental levels. A wide variety of materials ensures each child's daily involvement in interesting and appropriate activities. All areas of development should be considered in planning for variety. In addition, caregivers need to consider the quantity of materials available. Too many materials are confusing and over-stimulating. Too few materials create a dull, uninteresting atmosphere.

A shortage of materials also causes long waits for use. It is unrealistic to expect children to wait for prolonged periods for a turn with materials. For instance, one push toy for a group of toddlers is certain to cause problems. Rather than enhancing sharing skills, the opportunities for sharing are decreased. One way to provide an adequate variety of materials is to *rotate* or change materials periodically. Materials which children grow tired of can be put away for a while. When reintroduced later, interest is often renewed.

A sense of belongingness and independence develops in a personalized environment. Personalized surroundings fit children's developmental levels and meet their needs. For example, individual storage for personal belongings helps children feel at home. All items for children's use should be child-sized. For example, a correctly-sized chair will allow a child to sit back in the chair with knees bent at the front edge of the seat. The child's feet should rest comfortably on the floor so the child can control his or her movements in and out of the chair. Any equipment, including drinking fountains, tables, storage units, or bulletin boards of the wrong size or height cause tension and fatigue. Other touches which help children feel that they belong include the use of pleasing colors, carpeting, floor pillows, stuffed toys, hanging plants, children's art work, and photographs from home.



Outdoor Materials

The caregiver should also be concerned about variety, quantity, and creating a sense of belonging outdoors. Sand and water play equipment, balls, tricycles, and wagons are a few of the basics. But, caregivers can add additional materials by bringing items normally used indoors outside. Working puzzles beneath a shade tree or painting at an easel set on the porch is as much fun outside as inside.

Sufficient quantities of outdoor play materials are essential. Plenty of shovels, little cars, buckets, and other containers make playing in the sandbox enjoyable. Having too few of a popular item causes problems. For example, if only two tricycles are available for a group of 15 preschoolers, it might be best to leave them in storage. Expecting 15 children to take turns with two tricycles during an outside play period is unrealistic.

Like the indoor environment, the outdoor environment can be personalized. A spring garden where children can plant their own vegetables or flowers is one idea. Children might paint pictures on a cardboard playhouse or decorate the trees with wind chimes they have made.

When caregivers provide variety, quantity, and a sense of belonging, the result is an environment in which children can interact in positive ways. An environment without these features sets the stage for undesirable child behaviors.

Organizing Time

A planned sequence of events in the child care center provides order for each day and helps children feel at home. This sequence of events is sometimes known as the *daily schedule.* As in all types of guidance, the most effective routines are based on the children's developmental levels. Caregivers should plan a consistent yet flexible sequence of events. A balance of activities combined with effective transitions supports desirable behaviors. Group planning helps the staff work together to design and implement the most appropriate sequence of events.

Observation of children's development provides an effective guide for organizing time. The developmental levels of the children in the group should influence the daily sequence of events. For example, all groups of young children require adequate time for health routines such as toileting, resting, and eating. Infants and toddlers need more time for each activity. Older preschool children have mastered the mechanics for these activities and require less time for each.

In addition to health routines, all children need unhurried time to explore the environment and pursue individual interests. Children need time to play together and develop positive relationships. The daily schedule, therefore, should provide for large blocks of unstructured time in which children can initiate their own activities in the prepared environment.

Consistency combined with flexibility are essential in planning a sequence of events. Consistency in regular daily events promotes security and self-confidence. Lunch and snack times, rest time, and bathroom time are regular occurrences which provide a framework for each day. Knowing that lunch is served after a quiet time or before rest time prepares children for a change in activities.

Flexibility allows for individual differences. The caregiver does not expect a large group of children to take part in the same planned activity for long periods of time. Rather, children are given choices of activities within basic time segments. Another aspect of flexibility is being ready for the unexpected. For example, when a picnic or outdoor activity is planned, the caregiver needs a backup plan in case of rain.

A part of each day is spent in changing activities. The period between two major blocks of time is known as a *transition.* Well-planned transitions between activities prevent long periods of waiting. Smooth transitions also prevent disruptive behavior that often occurs between activities. Children need time to change activities, so caregivers should plan for transitions to take place gradually. For example, before it is time to go outside, the caregiver should give children an indication that the time period is almost over. The caregiver can do this by moving quietly among the groups of playing children and tell them that it will soon be time to put their materials away. When it is time to put the materials away, the caregiver can sing a cleanup song as the children replace their materials. When children are finished, they can move to the play area outside.

Games and fingerplays are also useful as transitions. For example, when children move from a large group activity to learning centers, the caregiver could invite children wearing blue to leave the group first, then those wearing green, etc. Fingerplays are especially helpful when caregivers and children occasionally find themselves waiting for a short period of time, such as before lunch is served. Planned transitions guide behavior by providing continuous guidance for children throughout the day.

Summary

A thoughtfully prepared environment with an adequate amount of space, materials, and an adequate number of caregivers sets the stage for positive caregiving in a group. A well-balanced sequence of events that is consistently followed helps guide children's behaviors. A great many undesirable child behaviors can be avoided by following these simple indirect guidance techniques.

REFERENCES

Beaty, Janice J. *Skills for Preschool Teachers* (Modules A and B).

Hildebrand, Verna. *Guiding Young Children* (Chapters 2 and 5).

Larson, Betty; Ziegler, Norma; and Byers, Jane. *Let the Kids Do It, Book 1.*

Larson, Betty; Ziegler, Norma; and Byers, Jane. *Let the Kids Do It, Book 2.*

Marion, Marian. *Guidance of Young Children* (Chapter 3).

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 11

LEARNING OBJECTIVE

Observe the effects of child-staff ratios on the behaviors of children and their caregivers.

DIRECTIONS

1. Observe two different age groups of children involved in indoor or outdoor play in a child care setting.

2. Answer the questions below.

KEY QUESTIONS

What child-staff ratio did you observe for each group?

How many children were in each group?

What was the age range of the children in each group?

In what ways did you observe the effect of the child-staff ratio on the guidance of children in the two groups? Describe two specific events during your observations which support your beliefs.

Describe an ideal child-staff ratio for each of the groups you observed? How would these ratios positively affect children's behaviors?

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 12

LEARNING OBJECTIVE

Identify positive environmental features of an indoor child care environment.

DIRECTIONS

1. On another piece of paper, sketch the indoor floor plan of a child care environment. Label activity areas, doors, windows, furnishings, etc.
2. Answer the questions below.

KEY QUESTIONS

List and briefly describe four specific features of the indoor environment which appear to support appropriate behaviors.

Describe how children used or interacted with each of the above features.

Which behaviors can you note that each of the above features support?

What aspects of this environment would you change? Give your reasons.

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 13

LEARNING OBJECTIVE

Identify positive environmental features of an outdoor child care environment.

DIRECTIONS

1. On another piece of paper, sketch the outdoor play area of a child care environment. Label major pieces of equipment, ground surfaces, sidewalks, shaded areas, etc.
2. Answer the questions below.

List and briefly describe four specific features of the outdoor environment which appear to support appropriate behaviors.

Describe how children used or interacted with each of the above features.

What behaviors can you note that each of the above features support?

What aspects of this environment would you change? Give your reasons.

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 14

LEARNING OBJECTIVE

Analyze traffic flow in the indoor child care environment.

DIRECTIONS

1. Observe a group of children in a child care center for at least an hour.
2. Watch for traffic patterns or the movement of children and adults within the room.
3. Answer the questions below.

KEY QUESTIONS

Draw a diagram of the indoor area in the space below. Using three pencils of different colors, show the paths of movement for two children and one caregiver.

How did the space arrangement support or hender smooth traffic flow?

How might traffic flow be improved?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 15

LEARNING OBJECTIVE

Observe and analyze traffic flow in the outdoor child care environment.

DIRECTIONS

1. Observe a group of children playing in an outdoor child care environment.
2. Watch for traffic patterns or the movement of children and adults on the playground.
3. Answer the questions below.

KEY QUESTIONS

Draw a diagram of the outdoor area in the space below. Using three pencils of different colors, show the paths of movement for two children and one caregiver.

How did the space arrangement support or hender smooth traffic flow?

How might traffic flow be improved?

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 16

LEARNING OBJECTIVE

Analyze the effect of materials in the environment on the behaviors of young children.

DIRECTIONS

1. Observe a group of preschoolers or toddlers during an indoor free play time.
2. Answer the questions below.

Number of children in the group: _____. Age range: _____.

List two learning centers and briefly describe the materials and equipment in each. Describe how the materials are stored and made accessible to children.

Give an example of a child who is able to find and use materials which are developmentally appropriate. Explain why it was possible for the child to be successful.

Give two examples of materials you observed which seemed to support appropriate behavior from most of the children. Explain why these materials seemed to support appropriate behavior.

From your observation, describe how the arrangement and storage of materials in these centers influences behavior?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 17

LEARNING OBJECTIVE

Plan and implement an interesting learning center activity for infants or toddlers.

DIRECTIONS

1. Select one (or more if assigned by your instructor) of the learning center activities described below, or use the blank form to plan a similar activity of your own.
2. Prepare the activity and plan with the caregiver where to place the activity in the room.
3. Note the children's use of the learning center materials. Were the materials appropriate for the age(s) of the children involved? Did the children seem confident or unsure? Were they able to use the materials independently? What might be done differently next time?

LEARNING CENTER PLAN

Topic or Theme: Spoons *Approximate age(s):* 18-36 months
Purpose(s): To provide experiences with a familiar object in several forms and an opportunity to experience sorting
Materials Needed: Spoons of different sizes and shapes, such as wooden spoons, unbreakable plastic measuring spoons, metal measuring spoons, old serving spoons, dinner spoons, soup spoons, etc.; and a box
Arrangement: (description or sketch)

Place the box containing the spoons on a low shelf or table within sight and reach of the children. [NOTE: Observe children's discovery and play with the box of spoons. Listen for discussion and labeling. The area where the box is placed may influence children's play. For example, if the box is placed in the home living center, children may want to pretend. If the box is placed near the manipulative toys, children may want to sort spoons into sizes.]

Evaluation:

LEARNING CENTER PLAN

Topic or Theme: Nesting cans *Approximate age(s):* 9-36 months
Purpose(s): To practice putting cans inside each other and taking them out; to stack cans; experience seriation
Materials Needed: 3 or 4 aluminum cans, washed and dried (each one should be a little larger than the other, so they will fit inside one another); contact paper

Arrangement: (description or sketch)

Arrange the cans separately on a low shelf along with other manipulatives. [NOTE: Be sure the edges of the cans are smooth and not sharp. Cut contact paper to cover the outside of the can plus enough to fold over the open end. When making more than one set, use different colors or patterns of contact paper. Observe the children's reactions to the cans. Some may stack the cans, some will fit smaller cans inside larger cans. Children using two sets of cans may match cans of the same size.]

Evaluation:

LEARNING CENTER PLAN

Topic or Theme: _____ *Approximate age(s):* _____

Purpose(s): _____

Materials Needed: _____

_____

Arrangement: (description or sketch)

Evaluation:

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 18

LEARNING OBJECTIVE

Plan and implement an interesting learning center activity for preschoolers.

DIRECTIONS

1. Select one (or more if assigned by your instructor) of the learning center activities described below, or use the blank form to plan a similar activity of your own.
2. Prepare the activity and plan with the caregiver where to place the activity in the room.
3. Note the children's use of the learning center materials. Were the materials appropriate for the age(s) of the children involved? Did the children seem confident or unsure? Were they able to use the materials independently? What might be done differently next time?

LEARNING CENTER PLAN

Topic or Theme: Shoe repair shop prop box *Approximate age(s):* 3-5 years

Purpose(s): To promote dramatic play through the use of real objects associated with a profession; to encourage social development

Materials Needed: Large box with a lid (label box to identify contents); a variety of shoes; small hammer, old scraps of shoe leather, inner soles, shoe laces, shoe mold, etc. (NOTE: A possible source for needed items is a shoe repair shop.)

Arrangement: (description or sketch)

Place the prop box in the home living center or arrange a special dramatic play center where a shoe repair shop might be set up by the children. After the children have had a visit to a shoe repair shop or heard a story about shoe repair, invite children to explore the contents of the box. Let the children use the materials in dramatic play.

Evaluation:

LEARNING CENTER PLAN

Topic or Theme: Potpourri Puzzle *Approximate age(s):* 3-5 years
Purpose(s): To practice observation and matching skills
Materials Needed: 5 or 6 common objects (for example, a block, cookie cutter, blunt scissors, measuring cup, etc.); large sheet of poster board; felt tip marker; box to hold common objects

Arrangement: (description or sketch)

Place the box of objects along with the poster board puzzle in the manipulative learning center. [NOTE: To make the puzzle, outline the shape of each object on the poster board with the felt tip marker. Children can match the shape with the object by placing that object on top of its shape on the poster board.]

Evaluation:

LEARNING CENTER PLAN

Topic or Theme: _____ *Approximate age(s):* _____

Purpose(s): _____

Materials Needed: _____

Arrangement: (description or sketch)

Evaluation:

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 19

LEARNING OBJECTIVE

Evaluate the influence of an indoor child care environment on children's behaviors.

DIRECTIONS

1. Observe a group of children in a child care center during an indoor play period.
2. Use the check list on the following page to evaluate the indoor environment's influence on the children's behaviors.
3. Answer the questions below.

KEY QUESTIONS

Age range of children observed: _____ Number of children observed: _____

Identify any points on the check list you were unsure about and explain why you were unsure.

For points on the check list not observed, what changes would you make, if any, to improve the indoor environment?

Choose two points on the check list you observed and explain how the children's behaviors were influenced by each.

CHECK LIST OF INDOOR ENVIRONMENTAL INFLUENCES ON BEHAVIOR

	Observed	Not Observed
1. Overcrowding is prevented by an adequate amount of indoor space for each child.	_____	_____
2. Space is divided into areas of different sizes, including large open spaces, small group areas, and smaller "alone" areas.	_____	_____
3. Large and small muscle activity areas are located away from each other.	_____	_____
4. Equipment and materials are logically arranged within each area, including appropriate work surfaces near accessible storage, and simple, uncluttered display of items for children's use.	_____	_____
5. It is easy to tell the intended use of each area.	_____	_____
6. Floor coverings are suited to the activities in each area.	_____	_____
7. Barriers effectively communicate where areas begin and end.	_____	_____
8. Traffic paths are obvious and unblocked so children can move easily and safely about the room.	_____	_____
9. Equipment and furniture such as chairs, tables, and storage units are an appropriate size for the children using them.	_____	_____
10. Toilets, sinks, and water fountains are low enough for convenient and independent use by children.	_____	_____
11. A variety of materials to match individual children's interests, needs, and developmental levels are provided.	_____	_____
12. Equipment and toys are well-maintained, with no broken parts or missing pieces.	_____	_____
13. Enough materals and equipment are available so children do not have to wait a long time for a turn.	_____	_____
14. Accessible, clearly designated storage is provided for each child's personal belongings.	_____	_____
15. Beauty is included in the environment through pleasing colors, order, and "soft" touches such as floor pillows, hanging plants, or stuffed animals.	_____	_____
16. The environment has been personalized through displays of the children's projects, pictures, and other creations.	_____	_____

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 20

LEARNING OBJECTIVE

Evaluate the influence of an outdoor child care environment on children's behaviors.

DIRECTIONS

1. Observe a group of children outdoors at a child care center.
2. Use the check list on the following page to evaluate the outdoor environment's influence on the children's behaviors.
3. Answer the questions below.

KEY QUESTIONS

Age range of children observed: _____. Number of children observed: _____.

Identify any points on the check list you were unsure about and explain why you were unsure.

For points on the check list not observed, what changes would you make, if any, to improve the outdoor environment?

Choose two points on the check list you observed and explain how the children's behaviors were influenced by each.

CHECK LIST OF OUTDOOR ENVIRONMENTAL INFLUENCES ON BEHAVIOR

	Observed	Not Observed
1. Overcrowding is prevented by an adequate amount of outdoor space for each child.	_____	_____
2. Space is divided into areas of different sizes, including large open spaces, small group areas, and smaller "alone" areas.	_____	_____
3. A variety of play spaces, each focusing on one type of play or a piece of equipment, are provided.	_____	_____
4. A balance between active and quiet activities is provided.	_____	_____
5. Large and small muscle activity areas are located away from each other.	_____	_____
6. It is easy to tell the intended use of each area.	_____	_____
7. Activity areas are logically and safely arranged to allow unrestrained, independent use of each area.	_____	_____
8. Ground coverings are suited to the activities in each area.	_____	_____
9. Barriers, arrangement of equipment, or ground coverings effectively communicate where areas begin and end.	_____	_____
10. Traffic paths are obvious and unblocked so children can move easily and safely about the playground.	_____	_____
11. Equipment such as climbing apparatus, wheel toys, or swings are an appropriate size and construction for the children using them.	_____	_____
12. A variety of play equipment and materials to match individual children's interests, needs, and developmental levels are provided.	_____	_____
13. Enough play equipment and materials are provided so children do not have to wait a long time for a turn.	_____	_____
14. Equipment and toys are well-maintained, with no broken parts or missing pieces.	_____	_____
15. Beauty is reflected through an attractively landscaped playground that is well-maintained.	_____	_____
16. Storage is convenient for children and arranged so they can help get equipment in and out.	_____	_____

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 21

LEARNING OBJECTIVE

Evaluate the effects of creative use of vertical or horizontal space in the child care environment.

DIRECTIONS

1. Select an item below to make for use in the child care center where you work or observe.
2. Check with the caregiver in charge of the room where you would like to use the item to make sure it will be appropriate for use in the room.
3. Construct the item and place in the designated area.
4. Note the children's reactions to the new addition to the area.
5. Did they notice it or talk about it? How did it affect their behavior? Do you feel the item is a positive addition to the area? What would you do differently if you made it again?

SPACE CREATIONS

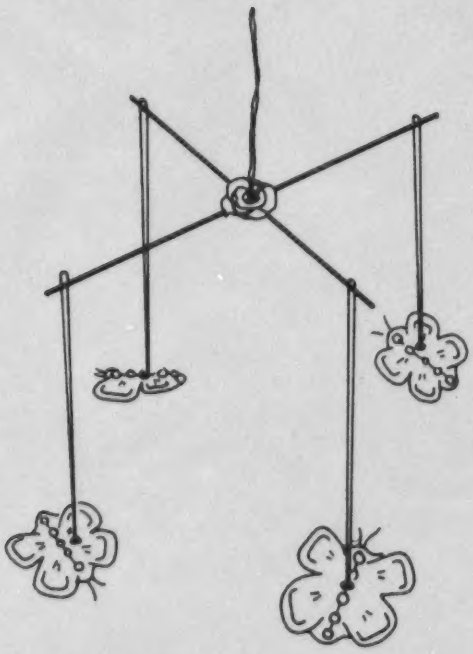
The following ideas are divided into two sections: vertical creations, and horizontal creations. The vertical space creations are items which are suspended from a ceiling. Horizontal creations are used across a floor between two areas.

Before deciding which idea you want to use, consider whether a vertical creation can be safely and attractively hung in the center. A ceiling made of accoustical tiles on aluminum strips is ideal for suspended items. Push the tiles up slightly on either side of an aluminum strip. Then tie the wire or cord securely to the strip and replace the tiles. Ceilings of sheetrock or plaster require more careful planning. Decorator hooks for swag lamps can be screwed into a stud in the ceiling. If a stud cannot be located, use an expansion bolt to secure the hook. Be sure to check with the center director before making any holes in ceilings or walls.

BUTTERFLY MOBILE

Materials: two ¼" dowel sticks, each about 18" long
yarn
bright colored construction paper
pipe cleaners
colored cellophane or wax paper
hole puncher
string
glue
scissors
pencil
old newspaper

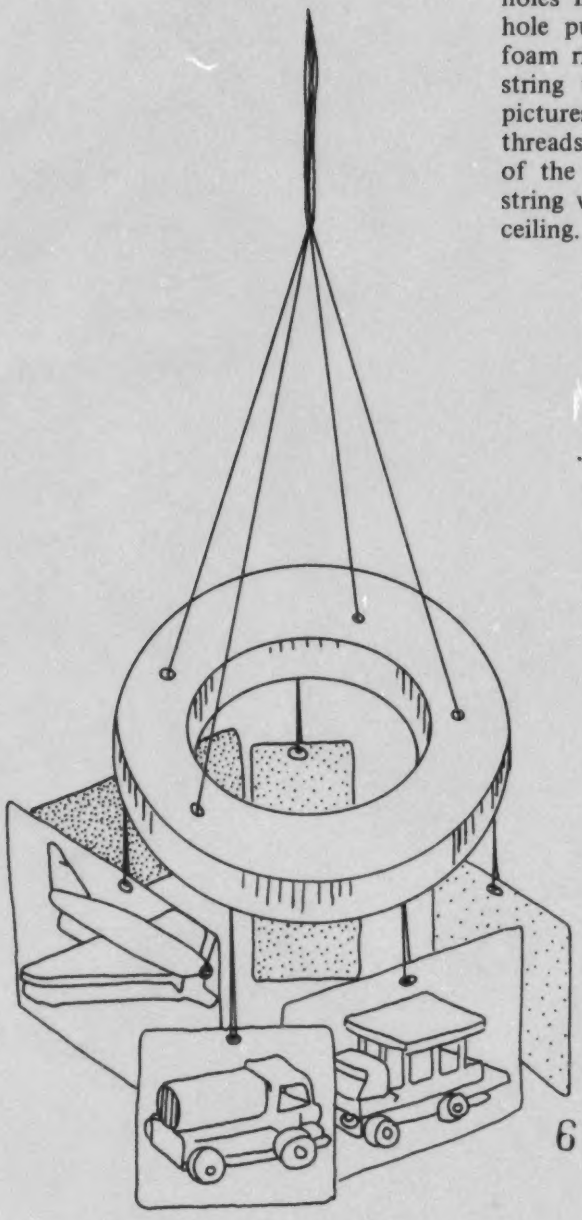
How to Make: Cross the sticks to make an "X." Wind the yarn around the point where the sticks cross. Alternate the yarn right and left, and over and under until the rods are secured to one another. Make a pattern of a butterfly from the newspaper. From construction paper, cut two of each piece of the butterfly design. Cut out the inside of each wing, leaving a one-half to one inch border, to create a frame. Sandwich the cellophane or wax paper between the two frames and glue together. Use pipe cleaners for feeders. Allow the glue to dry well. Punch holes in the butterfly's body at the top and thread with the string. Tie to the dowel sticks at different levels and suspend from the ceiling.



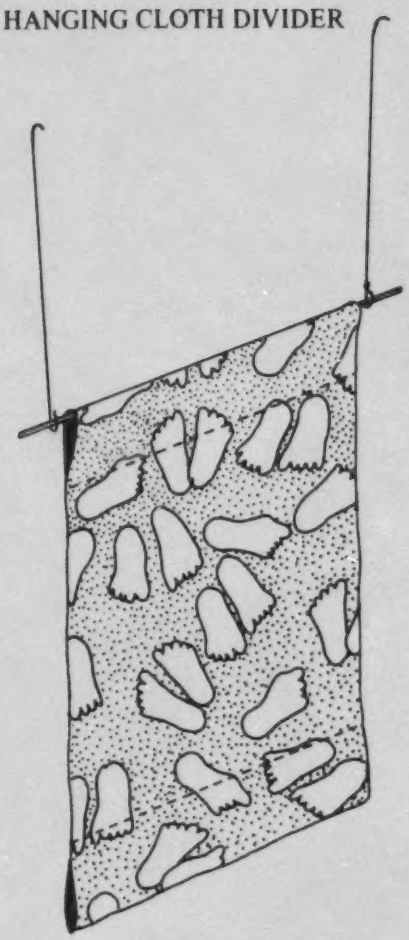
STYROFOAM RING MOBILE

Materials: styrofoam ring (florists use these to make wreaths)
ice pick
string
construction paper
pictures to represent a theme such as transportation, food, families, etc.
rubber cement
scissors
hole puncher

How to Make: Cut out the desired pictures from magazines. Back with construction paper applied with the rubber cement. Punch holes in the tops of the pictures with a hole puncher. Punch holes in the styrofoam ring using the ice pick. Thread the string through the holes to attach the pictures to the ring. To hang, run four threads from the ring to the upper center of the ring. Tie these together with one string which will then be attached to the ceiling.



HANGING CLOTH DIVIDER



Materials: two ¾" dowel sticks
two yards of 36" wide muslin
sewing machine or needle and thread
drapery weights
wire
crayons or non-toxic paint

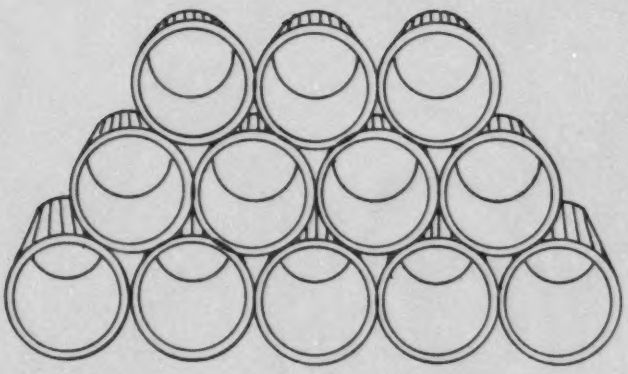
How to Make: Hem the sides of the hanging. Make a casing across the top and bottom of the fabric for the dowel sticks. Insert the dowel sticks into the casings. Insert the drapery weights into the bottom casing to stabilize the cloth hanging. Suspend the hanging from the ceiling using a wire attached to the top dowel stick. For a creative activity, let the children draw on the piece of muslin with crayons (or let them make footprints on it by dipping their feet in the paint and walking on the fabric). Ironing the muslin first keeps wrinkles from distorting pictures or prints.

HORIZONTAL SPACE CREATIONS

ICE CREAM BUCKET DIVIDER

Materials: 12 large clean ice cream buckets
stapler
paint or adhesive-backed paper or cloth

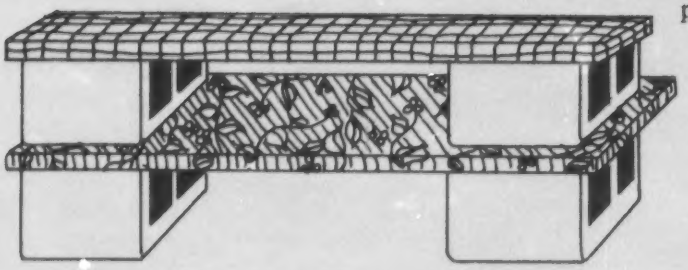
How to Make: Line up five ice cream buckets to form the base of the divider. Staple these together and turn on their sides. The next layer of buckets is composed of four buckets stapled together and the top layer is made of three buckets. After each layer is stapled together, they are stapled to one another. The divider can be used for cubbies or for storage of some toys. Each bucket can be painted or covered with adhesive-backed paper or cloth before being put together.



CONCRETE BLOCK AND BOARD SHELVES

Materials: concrete blocks
wooden boards (about 4' x 1' x 1")
sandpaper
shellac or varnish
paintbrush

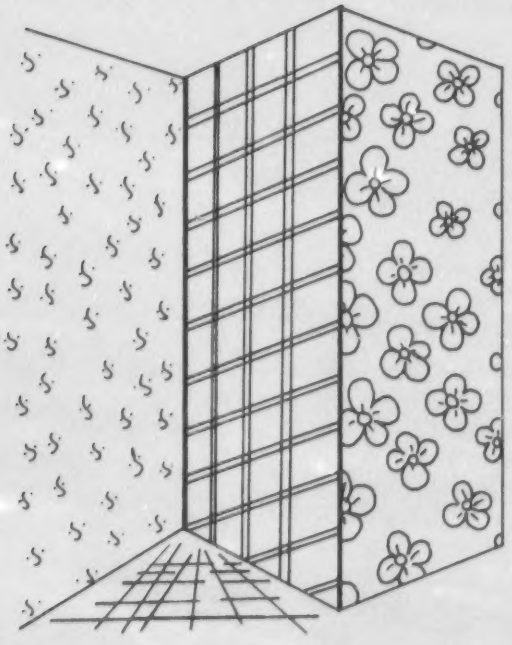
How to Make: Sand and shellac the boards. Place two blocks beneath each end of one board. Add more blocks on top of the board, two at each end. Then put another board on top of the second set of blocks to complete the shelves.



CUTTING BOARD ROOM DIVIDER

Materials: folding cardboard cutting board
fabric to cover both sides of the cutting board
glue
paintbrush
wide cloth tape

How to Make: Water the glue down to a thick milk-like consistency. Brush a thick coat of the diluted glue onto the board and apply the fabric, working from the center outward. Smooth wrinkles with a straight-edged instrument. After covering both sides of the board, cover all edges with the cloth tape. The divider can be used to section off an activity or to provide a more secluded area.



Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 22

LEARNING OBJECTIVE

Analyze the use of transitional activities in a child care setting.

DIRECTIONS

1. Observe children in a child care center during a time when there will be several changes in activities. For example, a change from an activity to washing hands, from lunch to rest time, or from indoor to outdoor play, would be appropriate to observe.
2. Observe how transitional activities are used to effectively guide children.
3. Answer the questions below.

KEY QUESTIONS

Age range of children observed: _____. Number of children in the group: _____.

Describe two transitional activities which helped children change activities with a minimum of confusion.

How did the caregivers work together to accomplish the transitions?

Describe the children's behavior during the transitional activity.

Could the transition have been improved? If so, how?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 23

LEARNING OBJECTIVE

Plan and use transitional activities in a group child care setting.

DIRECTIONS

1. Arrange to participate in a child care center during a time when there will be at least two transitions. Visit with the caregiver to decide the best time.
2. Use two of the following transitional activities to guide children in a smooth change of activities. If you wish, however, you might find your own ideas to use with the children during two transitions.
3. Note the children's responses. Did the transitions seem appropriate? Did the children seem to understand what to do? Was there any confusion? What might you do differently next time?

TRANSITIONAL ACTIVITIES

I See . . . (To the tune, "Are You Sleeping?")

I see (a child's name). I see (repeat child's name).
Yes I do. Yes I do.
Come and sit down with us.
Come and sit down with us.
Here's a place for you.
Here's a place for you.

The Kitten and the Mouse

The soft gray kitten and the tiny brown mouse,
Walk so quietly through the house.
Shhh - - - - - - - -.

Cleaning Up Our Room (To the tune, "Farmer in the Dell.")

We're cleaning up our room, we're cleaning up our room.
We're putting all our toys away. (Or, substitute blocks, cards, dolls, etc., for toys.)
We're cleaning up our room.

71

TRANSITIONAL ACTIVITIES

The Snail Song

Down in the garden there lived a snail.
And everywhere he went, he left a trail.
Snail, snail, hungry snail,
And everywhere he went, he left a trail.

He said, "I think I'll go and find some lunch."
He said, "I think I'll go and find some lunch."
Munch, munch, chew and crunch.
He said, "I think I'll go and find some lunch."
(The children can move slowly like snails prior to lunch or snack time and follow the caregiver around the room, to the tables.)

Wiggling

Wiggling my fingers,
Wiggling my toes,
Wiggling my ears,
Wiggling my nose.
Wiggling and wiggling is so much fun.
But now my wiggling is all done. (Begin this activity in a moderate voice, gradually decreasing your voice to almost a whisper.)

Animal Game

If I were a kangaroo,
I would so happy be,
I would hop along and say,
"Come and hop with me."

If I were a snake,
I would so happy be.
I would slither along and say,
"Come and slither with me."
(Use other animals and motions as suggested by the children.

It's Time to Clean Up (To the tune, "My Bonnie")

It's time to clean up everybody,
It's time to clean up for today,
It's time to clean up everybody,
So put all the toys away.
Clean up, clean up, clean up everybody, clean up, clean up.
Clean up, clean up, clean up everybody, clean up.

Name Rhythms

Clap out rhythms, chanting the children's names to the rhythms. For example, 1-2-3 claps for Millie Smith or 1-2-3-4 claps for Jose Garza. With experience the children will be able to guess which names belong with certain rhythms.

Who's Gone?

Have the children close their eyes. Gently touch one child, who leaves the group. The other children then open their eyes and try to guess who is gone from the group. This is a good activity to move children one at a time to an activity in another part of the building or outside.

Simon/Sally Says

Play the game as usual. After a few directions, say, "Simon says stand up," or "Sally says for John, Pedro, and Sarah to tiptoe to the book center."

Colors

Using a theme recently read about or experienced is useful in planning transitional activities. For example, after flying kites during a unit about spring, give each child different colored small construction paper knites. When you are ready to divide the group into smaller groups or ready to change activities, say, "If you have a blue kite, you may go outside" (or to wash your hands, etc.). You can control the process by giving several children the same color.

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 24

LEARNING OBJECTIVE

Observe a planning meeting of child caregivers.

DIRECTIONS

1. Arrange to be present during a scheduled planning meeting of child caregivers.
2. Observe what is discussed, how decisions are made, and how the actual plans are made and recorded.
3. Answer the questions below.

KEY QUESTIONS

How often does this group of caregivers meet?

Describe the planning process from the beginning to the end. Include what was discussed and how decisions were made. What did the caregivers decide to do? Who took part in the meeting? How were plans recorded? How were tasks divided?

What value can you see in planning meetings?

If a planning form was used, obtain of copy or write in the headings below. Explain how the planning form was used.

SELF-EVALUATION FOR LABORATORY EXPERIENCES

Name of Student: _____ Date: _____

Course Instructor: _____ Course: _____

Lab Experience: _____

Briefly describe the events of your experience.

Answer the following questions.	Yes	No	N/A
1. Did I read the unit overview and assigned readings?	☐	☐	☐
2. Did I read the lab experience carefully before beginning?	☐	☐	☐
3. Did I follow the directions?	☐	☐	☐
4. Did I arrive on time as planned?	☐	☐	☐
5. Were my materials or equipment ready?	☐	☐	☐
6. Did I know the assignment well enough to carry it out without referring to notes?	☐	☐	☐
7. Did I introduce myself to the caregiver and children?	☐	☐	☐
8. Did I achieve the learning objective for the lab experience?	☐	☐	☐
9. Were my personal goals for the experience achieved?	☐	☐	☐

Describe what you feel you accomplished as a result of this experience.

How could you improve your performance?

SELF-EVALUATION FOR LABORATORY EXPERIENCES

Name of Student: _____ Date: _____

Course Instructor: _____ Course: _____

Lab Experience: _____

Briefly describe the events of your experience.

Answer the following questions.	Yes	No	N/A
1. Did I read the unit overview and assigned readings?	☐	☐	☐
2. Did I read the lab experience carefully before beginning?	☐	☐	☐
3. Did I follow the directions?	☐	☐	☐
4. Did I arrive on time as planned?	☐	☐	☐
5. Were my materials or equipment ready?	☐	☐	☐
6. Did I know the assignment well enough to carry it out without referring to notes?	☐	☐	☐
7. Did I introduce myself to the caregiver and children?	☐	☐	☐
8. Did I achieve the learning objective for the lab experience?	☐	☐	☐
9. Were my personal goals for the experience achieved?	☐	☐	☐

Describe what you feel you accomplished as a result of this experience.

How could you improve your performance?

PARTICIPATION EVALUATION

Name of Student Observed: _____ Date: _____
Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Observation: _____

Description of the Student's Performance:

EVALUATION CHECK LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Age-appropriateness	☐	☐	☐	☐	☐
Preparation of materials	☐	☐	☐	☐	☐
Introduction to the experience	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Quality of initiating	☐	☐	☐	☐	☐
Quality of responding	☐	☐	☐	☐	☐
Voice tone	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐
*Specific**					
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in specific behaviors to be observed based on the lab experience. This should be done before the student is observed.

PARTICIPATION EVALUATION

Name of Student Observed: _____ Date: _____
Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Observation: _____

Description of the Student's Performance:

EVALUATION CHECK LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Age-appropriateness	☐	☐	☐	☐	☐
Preparation of materials	☐	☐	☐	☐	☐
Introduction to the experience	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Quality of initiating	☐	☐	☐	☐	☐
Quality of responding	☐	☐	☐	☐	☐
Voice tone	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐
*Specific**					
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in specific behaviors to be observed based on the lab experience. This should be done before the student is observed.

Performance Objectives

Direct Guidance Unit IV

General Guidelines

- Explain the importance of consistency in the use of guidance techniques.
- Determine when it is appropriate to apply direct guidance by observing children's interactions.
- Describe the effects of modeling upon child behaviors.
- Use appropriate communication techniques when guiding young children.
- Use redirection and distraction to guide young children when appropriate.
- Give children appropriate choices as a means of guiding their behavior.
- Establish appropriate limits for infants, toddlers, preschoolers, and school-age children.

Guidance Systems

- Analyze the behavior modification approach to child guidance.
- Analyze the positive induction approach to child guidance.
- Analyze the Systematic Training for Effective Parenting (STEP) approach to child guidance.
- Analyze the Teacher Effectiveness Training (T.E.T.) approach to child guidance.
- Evaluate the effectiveness of each of these guidance systems.

An Overview

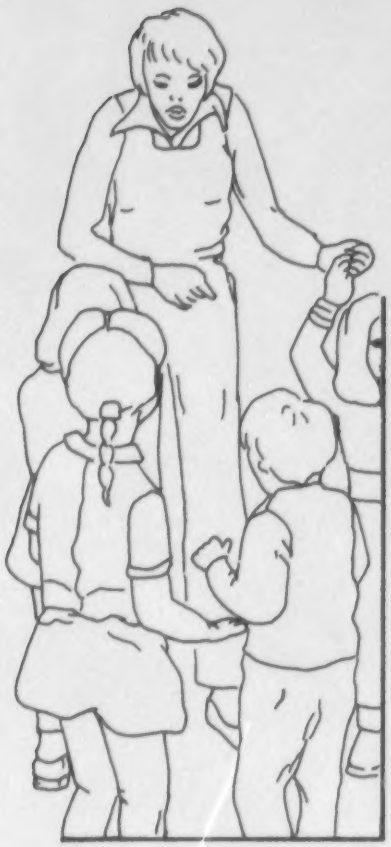
Direct guidance focuses on interactions between the caregiver and the child. Whenever a caregiver leads a child by the hand, speaks to the child, listens, or models, direct guidance is occurring. Understanding of general guidelines and representative guidance systems will aid the caregiver in providing direct guidance for young children. The references listed at the end of the overview provide sources of more detailed information on direct guidance.

General Guidelines

Several general guidelines discussed below are basic to the successful guidance of young children. No matter which approach to child guidance is followed, these guidelines should be observed.

Perhaps the most important guideline is *consistency*. It is also the most difficult to follow. Being consistent in the use of guidance techniques means doing the same thing each time. For example, if a rule is to ride tricycles one way on the sidewalk, the caregiver will always redirect children going the wrong way. When caregivers are consistent children know what to expect. This causes children to be more consistent in their behavior.

Observing children as they play is one way to prevent trouble before it happens. Josie and Mary both want to play with the funnel at the water play table. The observant caregiver takes note and gets a second funnel if available or sees that another is available next time. Observing children also gives the caregiver a chance to decide when to intervene. Very often children can solve their own problems if left alone. Pierre and Sandra both want to be the conductor on the train. The caregiver notices that a conflict is in progress but waits to see if the children can work it out themselves. Sandra says, "Let's have two conductors. You watch this side of the track, I'll watch the other." Sandra moves a chair beside Pierre's chair and they continue to play positively. A good rule of thumb is for the caregiver to intervene only when there is a request for help, or when someone or something is about to be hurt.



Research has shown that many child behaviors, both desirable and undesirable, are learned by watching others. This is called *modeling.* Young children are especially influenced by models who are important persons in their lives, such as parents and caregivers. Caregivers can guide young children effectively when they are models of appropriate behavior. Preschoolers will more likely use quiet, inside voices when their caregivers do the same. Caregivers are also modeling when they show children what they want them to do. For example, while using scissors the caregiver might say, "Hold your scissors like this."

Tone of voice and type of language used with young children affect their responsiveness to guidance. A calm, steady voice communicates that the caregiver is relaxed and confident. Children will respond more positively to a calm voice than to a high-pitched, excited voice. A caregiver's choice of words influences how children respond to direct verbal guidance. As mentioned in the previous unit, simple, straightforward words communicate clearly to the children what is expected. For example, a caregiver who wants a child to listen while another child is talking might say, "I'm listening to Marsha now. When she is finished, I will listen to you." Language should also be positive. This means children are told what *to do* instead of what *not to do.* It is harder for young children to stop an action than to start a new one. Instead of, "Don't twist the swing around," caregivers can say, "Swing back and forth only."

Along with effective use of language, caregivers need *good listening skills* when guiding young children. By listening and asking questions caregivers let children know they are sincerely interested in them. One way to show children that the caregiver is listening is for the caregiver to repeat back what a child has said. For example, Joni reports, "I fell off the end of the slide. My foot hurts." The caregiver responds, "You hurt yourself when you fell from the slide. Let me see your foot." Effective listening also means listening for the real meaning of a child's sentence. For example, a child says, "Our new baby doesn't like me. He cries too much." The caregiver realizes that the child has some strong feelings about the new baby. By asking more questions such as, "You think the new baby doesn't like you. How do you feel when the baby cries?" the caregiver can help the child communicate feelings more clearly. A caregiver who is a good listener is also modeling being a good listener as a desirable behavior.

In addition to good communication skills, caregivers can guide children through the use of *redirection, distraction,* and *giving choices.* When a caregiver *redirects,* the children are lead in a new direction related to their play at the time. For instance, in the block center when a conflict arises over the use of toy people and cars, the caregiver says, "Let's have all the people park their cars and go to work in this office building." If *distraction* is necessary the child is lead in a different direction. The caregiver in the example above might suggest that one of

the children play in the art center. By *giving choices* a caregiver can also help distract a child from unacceptable behavior. For example, to a child who is running around the room the caregiver could say, "You can paint or join us in a table game. Which would you like to do?"

Another direct guidance technique involves the use of limits to guide children's behaviors. Anytime people live and work together in a group, limits are needed. When children are old enough to understand language, limits can be stated in terms of *rules*. In group child care settings, rules are made to protect health, property, and the rights of others. If children are involved in deciding rules for the group, they will be more likely to follow them. In a group circle time the caregiver can lead a discussion about the rules children need to play happily together. Rules adopted are clearly stated in positive terms. Children should understand the reasons for the rules chosen. For preschool and school-age children, a poster illustrating all the rules can be placed in the room. The caregiver should consistently guide children in following the limits or rules that are adopted.

The general guidelines for the use of direct guidance are summarized below.

1. Use guidance techniques consistently.
2. Observe children to be alert to trouble before it happens.
3. Let children have a chance to work out their own conflicts when possible.
4. Model desirable behaviors.
5. Use a calm tone of voice.
6. Use positive, simple language.
7. Listen effectively.
8. Use redirection and distraction when appropriate.
9. Give children acceptable choices.
10. Establish appropriate limits or rules.

Guidance Systems

A new caregiver went to the local bookstore to find some information about child guidance. He found seven books on how to guide children. Which one should he choose? Do all these books say the same thing? What will work for individual caregivers and the children for whom they care?

Many caregivers and parents have found themselves similarly bewildered by all the advice available on how to guide young children. The decision of which approach to follow must be made by the individual caregiver in cooperation with other caregivers and the director at the child care center. Four representative approaches to child guidance are: behavior modification, positive induction, Systematic Training for Effective Parenting (STEP), and Teacher Effectiveness Training (T.E.T.). Each of these guidance systems is based on different assumptions about the nature of learning and child development. To gain a thorough understanding of these approaches, study the references listed at the end of the overview.

Behavior Modification. Behavior modification is based on the assumption that all behaviors are learned as a result of interacting with the environment. One of the key concepts is the principle of *positive reinforcement*—behavior that is followed by a positive reinforcer will increase in frequency. A positive reinforcer is anything that is rewarding to the individual. For example, if a caregiver praises a child for tasting each food on the lunch plate, that child will likely do the same thing at the next meal. The child is rewarded by the caregiver's attention in the form of praise.

Any attention from adults, even negative attention, is highly reinforcing to most children. Consider the following situation. Madeline's temper tantrums were getting worse so several caregivers met to discuss some guidance strategies. They concluded that Madeline was getting attention only when she had a tantrum. The caregiver would spend five minutes reasoning with her and explaining that her behavior was unacceptable. This attention was actually reinforcing her tantrums, causing them to increase in frequency.

A second concept is the principle of *extinction*—to decrease undesirable behavior, eliminate the positive reinforcer. In the situation described above, the caregiver decided to ignore Madeline when she had a temper tantrum. Eventually her tantrum behavior decreased.

Positive Induction. Many children are guided by the use of power by adults. The positive induction system of child guidance avoids using adult power to motivate children. Instead, adults help children reason about their behavior and the acceptance of responsibility. Through such reasoning children are made to feel a littlie uncomfortable about their unacceptable behavior and are motivated to do better in the future.

Positive induction methods preserve the child's self-esteem and increase a child's sense of responsibility for her or his behaviors. For example, a caregiver reminds a child, "Carla, if you sit in front of Becky, she can't see the pictures. Where can you sit so both of you can see?"

Systematic Training for Effective Parenting. Systematic Training for Effective Parenting or the STEP program, though primarily aimed at parents, can be applied to the group child caregiving situation. Nine elements or steps are proposed by which parents or caregivers can more effectively guide children. One of the first steps is to understand the goals of misbehavior. Children misbehave for one of four reasons: to gain attention, to show power, to take revenge, or to show inadequacy. Another key element of the STEP program is the use of natural and logical consequences to help children take responsibility for their actions. In this approach, children are allowed to experience the results

of their behavior. For example, if a caregiver warns the children about leaving their shoes on at the park, the child who removes his or her shoes will likely experience the natural consequence of stepping on a thorn.

Teacher Effectiveness Training. Teacher Effectiveness Training or T.E.T. involves a way of interacting with children as well as a way to guide children's behavior. Central to the T.E.T. approach is the use of active listening and "I-messages." Through active listening the adult communicates respect for the child. The adult usually reflects back to the child what was expressed. I-messages are used by the caregiver to communicate how he or she feels about a problem involving a child's behavior. This is done in such a way that the caregiver is accepting responsibility for his or her own feelings. A third component of T.E.T. is the "No-Lose Method" of conflict resolution. The use of adult authority is avoided. Instead, the adult and child discuss the problem and decide on a solution acceptable to both.

Summary

The general guidelines for guidance are basic to most systems of child guidance. The four guidance systems described are examples of some special approaches to child guidance. Whether a caregiver follows one of these approaches or not is a decision to be made in cooperation with parents, other caregivers, and the child care center director. Many child care programs use a variety of approaches instead of one system. The important point is that the adults involved in guiding young children need to use clearly established and appropriate techniques for direct guidance.

REFERENCES

Dinkmeyer, Don and McKay, Gary. *Systematic Training for Effective Parenting: Parent's Handbook.*

Gordon, Thomas. *T.E.T.: Teacher Effectiveness Training.*

Hildebrand, Verna. *Guiding Young Children* (Chapter 3).

Krumboltz, John and Krumboltz, Helen. *Changing Children's Behavior.*

Marion, Marian. *Guidance of Young Children* (Chapters 4,8-10).

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 25

LEARNING OBJECTIVE

Analyze caregivers' consistency in guiding a group of young children.

DIRECTIONS

1. Arrange to observe a group of preschool children and their caregiver(s) for about one hour.
2. Look for examples of consistency in the caregiver's(s') behavior.
3. Answer the questions below.

KEY QUESTIONS

Describe at least three examples of how the caregiver(s) was(were) consistent.

In what instances did you observe in which caregiver consistency was needed but not present?

How did the children respond to consistent caregiver behaviors?

How did the children respond to non-consistent caregiver behaviors?

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 26

LEARNING OBJECTIVE

Anticipate undesirable child behaviors before they happen.

DIRECTIONS

1. Arrange to observe a group of young children during a free play or learning centers time.
2. Look for sequences of child behaviors which seem to be leading to a display of undesirable behaviors.
3. Answer the questions below.

KEY QUESTIONS

Give a detailed description of a sequence of events that led to undesirable child behaviors.

Were you able to anticipate that the sequence of events was leading to trouble? If so, how?

Was the caregiver aware of the event?

If the caregiver intervened, how was this done?

If the caregiver did not intervene, what would you have done as the caregiver? Would it have been appropriate to let the children work out the problem alone? Explain.

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 27

LEARNING OBJECTIVE

Identify behaviors learned as a result of modeling.

DIRECTIONS

1. Arrange to observe a group of young children and their caregiver(s).
2. Watch for examples of modeling in the young children you observe.
3. Answer the questions below.

KEY QUESTIONS

What behaviors did you observe the children modeling after the caregiver?

What behaviors did you observe the children modeling after other children?

List several child behaviors observed that must have been learned from modeling. What makes you state that these behaviors were learned in this way?

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 28

LEARNING OBJECTIVE

Utilize good listening skills with young children.

DIRECTIONS

1. Arrange to work with a group of preschool children during a free play period indoors or outside.
2. Move freely among the children, engaging them in conversations about their play.
3. As the children speak, practice good listening skills.
   - Get on the child's level.
   - Look the child in the eye.
   - Reflect back in your own words what you heard the child say.
   - Ask clarifying questions or questions which ask the child for more details.
   - Use gestures to show you are listening.
4. Answer the questions below.

KEY QUESTIONS

Briefly describe two conversations with a child or group of children in which you were involved. Write down what the child(ren) said and what you said in response.

When you were reflecting back a child's words, were you usually right or did the child add clarifying information?

How did your use of good listening skills encourage the children to converse? Would the conversation have been as meaningful if you had not practiced good listening skills? Why?

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 29

LEARNING OBJECTIVE

Analyze infant and toddler caregivers' use of redirection and distraction.

DIRECTIONS

1. Arrange to observe a group of infants or toddlers and their caregiver(s).
2. Observe the caregiver's(s') use of redirection (leading the child's play in a new direction) and distraction (changing the child's focus to a new activity).
3. Answer the questions below.

KEY QUESTIONS

Give several examples of a caregiver's use of redirection.

Give several examples of a caregiver's use of distraction.

How did the children respond in each situation?

In what situations do caregivers of infants and toddlers use this technique?

Can caregivers of preschool children use either of these techniques for guiding children? Explain.

Student's Name _____ Date: _____

Course: _____

LAB EXPERIENCE 30

LEARNING OBJECTIVE

Use redirection, distraction, and giving choices in working with a group of preschool children or toddlers.

DIRECTIONS

1. Arrange to work with a group of preschool children or toddlers for about an hour during a free play time.
2. Practice using redirection, distraction, and giving choices to guide children toward desirable behaviors. [NOTE: Check with your instructor or read references for tips on giving acceptable choices.]
3. Answer the questions below.

KEY QUESTIONS

Describe how you used redirection or distraction techniques.

Describe how you gave children choices.

How did the children respond to your direct guidance in these situations?

Evaluate your effectiveness in using these direct guidance techniques. In what ways can you improve?

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 31

LEARNING OBJECTIVE

Outline utilization and usefulness of rules for a group of preschool children.

DIRECTIONS

1. Observe a group of preschool children and their caregiver(s).
2. Note instances which illustrate children's ability to follow rules.
3. Answer the questions below.

KEY QUESTIONS

Describe the examples you observed of children following rules. What rules did the children follow?

Did the other children or the caregiver(s) help children follow rules? If so, how?

What kinds of rules did the children seem to have difficulty following? Why?

Are the rules established for the group appropriate for the developmental level of the children? How might the rules be improved?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 32

LEARNING OBJECTIVE

Review or establish a set of rules with a group of preschool or school-age children.

DIRECTIONS

1. Arrange to work with a group of preschool or afterschool children in a small group.
2. Meet with the caregiver of the room to find out what kind of rules are now in existence. Decide if any new or revised rules should be made. Or, if no new rules or changes are needed, plan to review the room rules.
3. Write in the space below your plan for involving children in a discussion about rules. Plan to use visual aids, a game, or a book. Let your instructor check your plan.
4. Then answer the questions below.

PLAN

KEY QUESTIONS

How did the children respond to your discussion?

How did you involve the children?

91

What might you do differently next time?

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 33

LEARNING OBJECTIVE

Identify principles of behavior modification used in a group child care setting.

DIRECTIONS

1. Observe a group of young children in a child care setting.
2. Watch for examples of the principles of behavior modification.
   - positive reinforcement
   - negative reinforcement
   - extinction
   - substitution

   [NOTE: See your instructor or study references for an explanation of the principles of behavior modification.]
3. Answer the questions below.

KEY QUESTIONS

Describe examples for each of the following principles of behavior modification that you observed.

positive reinforcement

negative reinforcement

extinction

substitution

Did behavior of the child(ren) change as a result of the caregiver's use of one of these techniques?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 34

LEARNING OBJECTIVE

Use positive reinforcement and extinction to change a child's (or adult's) behavior.

DIRECTIONS

1. Identify a behavior of a child or adult with whom you work that you would like to change. This person should be someone you work with regularly.
2. Take a base line of how often that behavior occurs. In other words, be specific about the number of times this behavior occurs during a certain time period.
3. Identify the current positive reinforcer of that behavior, if there is one.
4. Make a plan to extinguish an undesirable behavior and reinforce a desirable behavior that can replace it.
5. After several days, take another base line. If behavior has not changed, continue your strategy until the behavior changes or plan a new strategy.
6. Answer the questions below.

KEY QUESTIONS

What specific behavior did you want to change?

What was the reinforcer for that behavior if there was one?

How often did that behavior occur?

What was your plan to change the behavior?

When did you notice a change?

What have you learned about behavior modification as a result of this experience?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 35

LEARNING OBJECTIVE

Use positive induction while working with a group of young children.

DIRECTIONS

1. Arrange to work with a group of young children during a free play period.
2. During that time, if the opportunity arises for direct guidance, try to use positive induction (giving children reasons and helping them see the consequences of their behavior.) [NOTE: Review Chapter 4 of Marian Marion's *Guidance of Young Children*.]
3. Answer the questions below.

KEY QUESTIONS

Describe how you were able to use positive induction.

How did the child(ren) respond?

How well does this work?

How can you improve your skill in using the direct guidance system?

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 36

LEARNING OBJECTIVE

Analyze children's misbehavior in order to identify the goals of misbehavior.

DIRECTIONS

1. Observe a group of young children for at least an hour.
2. Note any occurrence of undesirable behavior or misbehavior.
3. Based on your observation of the situation analyze the child's goal in misbehaving. [NOTE: See reference on STEP program for an explanation of the goals of misbehavior.]
4. Use the chart on the next page to record examples of each kind of goal and what happened.
5. Answer the questions below.

KEY QUESTIONS

How difficult or easy was it to identify the goals of a child's misbehavior?

Was the caregiver's response appropriate? How will it affect the child?

How did the other children respond to the child who misbehaved? How does this affect the child?

If you understand the goals of a child's misbehavior, how does this affect your direct guidance of the child?

Goals of Misbehavior

Goal of Misbehavior	What does the child say or do?	What might the caregiver be feeling?	How does the caregiver respond?
Attention			
Power			
Revenge			
Inadequacy			

87

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 37

LEARNING OBJECTIVE

Use "I-messages" in working with young children.

DIRECTIONS

1. Arrange to work with a group of preschool children during a free play period.
2. As you interact, practice using I-messages with the children. Remember the three parts of an I-message:
   - tell how you feel
   - about a specific behavior that is causing you a problem
   - and how it tangibly affects your behavior.

   [NOTE: Study the references on Parent or Teacher Effectiveness Training for detailed information on how to use I-messages.]
3. Answer the questions below.

KEY QUESTIONS

Describe several instances where you were able to use I-messages to guide a child behavior.

How did the child respond in each situation?

How well does this direct guidance technique work?

How can you improve your skill in using I-messages to guide children directly?

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 38

LEARNING OBJECTIVE

Evaluate a guidance system.

DIRECTIONS

1. If possible, observe one of the representative guidance systems discussed in this unit in practice. The school or child care program should have specifically adopted the guidance system.
2. Answer the questions below.

KEY QUESTIONS

What guidance system were you able to observe?

How have the teachers or caregivers implemented the system? Give examples from your observation.

Did you observe other types of guidance techniques being used that are not a stated part of the adopted system? Explain.

How close were the caregivers able to put the theory of the guidance system into practice? Were they effective in directly guiding young children?

SELF-EVALUATION FOR LABORATORY EXPERIENCES

Name of Student: _____ Date: _____

Course Instructor: _____ Course: _____

Lab Experience: _____

Briefly describe the events of your experience.

Answer the following questions.	Yes	No	N/A
1. Did I read the unit overview and assigned readings?	☐	☐	☐
2. Did I read the lab experience carefully before beginning?	☐	☐	☐
3. Did I follow the directions?	☐	☐	☐
4. Did I arrive on time as planned?	☐	☐	☐
5. Were my materials or equipment ready?	☐	☐	☐
6. Did I know the assignment well enough to carry it out without referring to notes?	☐	☐	☐
7. Did I introduce myself to the caregiver and children?	☐	☐	☐
8. Did I achieve the learning objective for the lab experience?	☐	☐	☐
9. Were my personal goals for the experience achieved?	☐	☐	☐

Describe what you feel you accomplished as a result of this experience.

How could you improve your performance?

SELF-EVALUATION FOR LABORATORY EXPERIENCES

Name of Student: _____ Date: _____

Course Instructor: _____ Course: _____

Lab Experience: _____

Briefly describe the events of your experience.

Answer the following questions.	Yes	No	N/A
1. Did I read the unit overview and assigned readings?	☐	☐	☐
2. Did I read the lab experience carefully before beginning?	☐	☐	☐
3. Did I follow the directions?	☐	☐	☐
4. Did I arrive on time as planned?	☐	☐	☐
5. Were my materials or equipment ready?	☐	☐	☐
6. Did I know the assignment well enough to carry it out without referring to notes?	☐	☐	☐
7. Did I introduce myself to the caregiver and children?	☐	☐	☐
8. Did I achieve the learning objective for the lab experience?	☐	☐	☐
9. Were my personal goals for the experience achieved?	☐	☐	☐

Describe what you feel you accomplished as a result of this experience.

How could you improve your performance?

PARTICIPATION EVALUATION

Name of Student Observed: _____ Date: _____
Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Observation: _____

Description of the Student's Performance:

EVALUATION CHECK LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Age-appropriateness	☐	☐	☐	☐	☐
Preparation of materials	☐	☐	☐	☐	☐
Introduction to the experience	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Quality of initiating	☐	☐	☐	☐	☐
Quality of responding	☐	☐	☐	☐	☐
Voice tone	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐
*Specific**					
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in specific behaviors to be observed based on the lab experience. This should be done before the student is observed.

PARTICIPATION EVALUATION

Name of Student Observed: _____ Date: _____
Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Observation: _____

Description of the Student's Performance:

EVALUATION CHECK LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Age-appropriateness	☐	☐	☐	☐	☐
Preparation of materials	☐	☐	☐	☐	☐
Introduction to the experience	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Quality of initiating	☐	☐	☐	☐	☐
Quality of responding	☐	☐	☐	☐	☐
Voice tone	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐
*Specific**					
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in specific behaviors to be observed based on the lab experience. This should be done before the student is observed.

Performance Objectives Strategies Unit V

Promoting Desirable Behaviors

- Use appropriate guidance techniques to promote prosocial behaviors in young children.
- Use appropriate guidance techniques to promote the development of self-control in young children.
- Guide children in developing appropriate means of interacting with others.

Coping with Undesirable Behaviors

- Explain ways aggressive behaviors develop in young children.
- Outline strategies to prevent and curb the development of aggressive behaviors.
- Demonstrate strategies to use when responding to aggressive behaviors in young children.
- Use appropriate guidance techniques to change other behaviors deemed undesirable in the individual child.

Guiding Behaviors Associated with Certain Events

- Use a variety of guidance techniques to help make the best use of learning center play.
- Use appropriate guidance techniques during rest or naptime.
- Use appropriate guidance techniques during meals or snacks.
- Use appropriate guidance techniques during health care routines.
- Use appropriate guidance techniques during large group activities led by the child caregiver.
- Use appropriate guidance techniques during field trips.

A variety of techniques can be employed to apply the general guidelines and systems for child guidance (described in the previous unit) to specific caregiving situations. Both direct and indirect guidance techniques can be used for promoting desirable behaviors and for coping with undesirable behaviors. In addition, special strategies can be used for guiding behavior associated with specific events in the child care situation. For more in-depth information, study the references listed at the end of the overview.

Promoting Desirable Behaviors

Caregivers should actively promote desirable behaviors. Desirable behaviors create a healthy child care environment and help prevent undesirable behaviors. Young children need to develop prosocial skills, self-control, and appropriate means of interacting with others. A skilled caregiver can do much to promote such behaviors in young children.

Prosocial Behaviors. The development of prosocial behavior was discussed in Unit II. Helpful and cooperative behaviors can be encouraged by caregivers in several ways. Research has shown that as children grow older, they are increasingly capable of exhibiting prosocial behaviors. One reason for this is that children become increasingly more capable intellectually. They can begin to see things from another's point of view.

Helping children take another's perspective, as in the case of positive induction, promotes prosocial behaviors. Caregivers can label prosocial behaviors as they see them among children. For example, a caregiver might say, "Marco and Carol are working together to build a clay house. They're cooperating." When caregivers make such comments, the children's behavior is also positively reinforced.

Modeling also plays an important role in promoting desirable behavior. The warm and nurturing caregiver who is helpful and cooperative is the best kind of model. Children must see prosocial behaviors before they can acquire such behaviors.

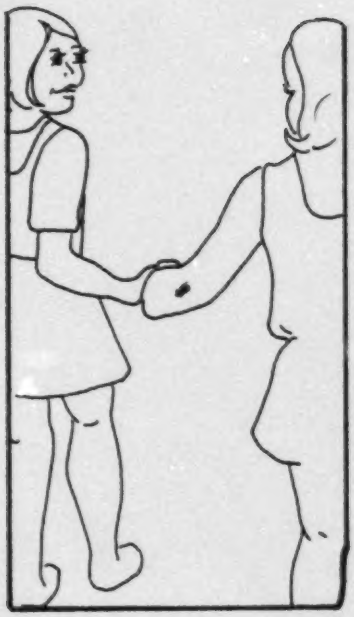
Role playing helps children focus on helping and cooperative behaviors. Children can learn and practice the desired behaviors.

Games are another strategy that caregivers can employ. For example, six children holding a sheet with a ball in the center must work together to make the ball roll or go up in the air.

Assigning responsibility to children in the group also promotes prosocial behaviors. Whenever children help prepare for snack, put away their materials, or help rake leaves on the playground, they are working for the benefit of others.

Self-control. Caregivers can encourage self-control in young children by giving them the opportunity to control their own actions. If classroom learning centers are arranged so children are able to decide where they wish to play, self-control is encouraged. Games in which children practice starting and stopping actions or slowing their movements are also helpful. Children are helped to learn self-control when group rules or limits are clear and consistently enforced.

Interactions. Prosocial behaviors and self-control contribute to appropriate interactions among members of the group. For positive interactions, children need to learn appropriate ways to express feelings and how to resolve conflicts.



Each day young children are likely to experience a wide range of feelings or emotions. How a child feels greatly influences how a child acts. For example, after an absence of several days, Rachael returned to her preschool group. She and her friend Roshawn were so excited to see each other that they began laughing with delight. In the process of jumping up and down and embracing each other, they knocked their heads together. Both burst into tears and sought comfort from their mothers standing nearby. Once comforted, the children went off to play together, emotionally a little calmer. So, in the space of five minutes, children can experience several feelings.

The challenge for parents and caregivers is to help young children understand their feelings and find acceptable ways of expressing them. One way to do this is to label feelings for the children as they occur. In the example above the caregiver might have commented, "You two are very excited to see each other," giving the children words to express how they feel. Later the caregiver might ask Roshawn to tell Rachael how she felt while Rachael was absent and how she felt this morning when Rachael came. Children can also learn to identify feelings in others. At circle time, the caregiver might ask some of the other children how they think Rachael felt being home sick for the past few days and how she felt when she came back today.

Allowing children to express feelings is very important. Caregivers must never give children the impression that the way they feel is wrong. Rather, caregivers should help children find acceptable ways to express and deal with their feelings.

Young children often find themselves in conflict with each other, with older children, and with adults. Basically, conflicts result when the force of a child's will is frustrated. In other words, the child wants or needs something from someone else but is not able to attain it. Consider times when two children want the same toy, or when one child wants an unwilling child to be the "baby" in the home living center. Young children are concerned about getting their share of privileges as reflected in statements such as, "I was here first!" and "It's my turn to be the leader." In these cases, children find their desires in conflict with the desires of others.

Learning to interact appropriately when conflicts occur is difficult for young children because they are egocentric. Caregivers can, however, encourage children to use acceptable ways of getting what they want as well as help them accept the fact that sometimes we do not get what we want. To do this, caregivers should first help children use words to communicate their wishes. Secondly, caregivers can coach children in the art of compromise. For example, in the case where one child wants another to be the "baby" in the dramatic play center, the caregiver might say, "Jason, do you think Micha would be the baby after a while if you were the baby first?"

A third technique to help children resolve conflicts is to help them see the other person's point of view. For instance, a caregiver explains, "Candy, how do you think Alisa feels when you jump in front of her to be first?" The point behind all of these techniques is to give children tools and skills whereby they can solve conflicts on their own.

Coping with Undesirable Behaviors

At a workshop, a group of caregivers were asked to list their "discipline problems." Some typical responses were hitting, biting, not minding, taking toys away from others, not sharing, pushing, destroying materials, and using bad language. All of these aggressive behaviors were thought to be undesirable. The group of behaviors which sparked the most interest, however, were those which resulted in harm to others. Understanding the development and control of aggressive behaviors is an important aspect of child guidance. Caregivers also need to develop skills in coping with other, less harmful, undesirable behaviors.

Aggression defined. In conflict situations, children often resort to undesirable behaviors to get what they want. One of the most undesirable classes of behavior is known as aggression. *Aggression* can be defined as any behavior which results in

the hurting of another person or the destruction of property. Two types of aggression have been identified: *instrumental* and *hostile*. Young children typically exhibit instrumental aggression in which hurtful actions are directed toward achieving a goal. For example, when Bob hits Frankie in order to recover a toy, Bob's intention is to get the toy, not to hurt Frankie. Hostile aggression results when the child is acting for the purpose of causing hurt to another person. In such a case a child may act aggressively in order to gain revenge (one of the goals of misbehavior). Aggressive acts include not only physically striking out but language which is abusive or intended to hurt others.

Development of aggression. Recent research indicates that children in child care may be more aggressive than children who are cared for mainly at home. This difference even continues into public school. Several possible explanations are possible. By examining how aggressive behaviors develop some insights might be gained.

One basic assumption about aggression is that it is learned. Children quickly find that aggression usually pays off. In a group caregiving situation, many acts of aggression may go unnoticed. When Bob is rewarded for hitting Frankie by getting the toy, Bob learns that this is an effective way to get what he wants. Bob will use this technique again. At the same time, other children may have observed this encounter and in the future try the same thing. Many aggressive behaviors are learned through modeling.

In addition to reinforcement and modeling, many caregiving environments promote frustration which often leads to aggressive acts among children. For instance, if there are not enough interesting materials, conflicts over materials are inevitable. If children are expected to wait too long before moving on to other activities, the stage is set for negative interactions. Clearly, group child care can potentially foster aggression if caregivers are not alert to these factors.

Strategies. What can caregivers do? Most important is making a systematic, continuous effort to help children learn positive social interaction skills. As noted above, young children's aggression is usually goal directed. Caregivers need to help children gain alternate behaviors to use in achieving their goals. A one-week unit on prosocial behavior is not enough. A well-planned and implemented system of child guidance which incorporates the fostering of prosocial behaviors on a continuous basis is the way to prevent a high level of aggressive behavior.

Several specific strategies can be employed by caregivers to curb the development of aggressive behaviors. To begin with, caregivers need to create an atmosphere in which children

know that aggressive behaviors of any kind are not permitted. This means observing children closely and intervening before aggression escalates. Aggression should never be ignored. Research has shown that when aggression is ignored, it communicates to children that it is all right to act that way. Caregivers should clearly tell children that, although they understand a child's feelings, they will not let the child use hurtful means of expressing those feelings. For example, a caregiver says, "I know you want the astronaut puzzle, Edie. But I can't let you push Charlie away. You may choose another puzzle to work until he is finished."

Another strategy involves the behavior modification concept of *extinction.* This means that if the aggressive act of a child is not rewarded it will likely go away. The aggressive behavior is further extinguished if the caregiver's attention is largely focused on the victim of the aggressive act. Edie's caregiver could have made the above statement and then turned her attention to Charlie. If the caregiver had told Edie that what she had done was unacceptable but let her keep the puzzle, the caregiver would have been reinforcing the aggressive act. Acts of aggression can also be extinguished with application of a time-out strategy.

It is important that adults respond to aggression in non-aggressive ways. If caregivers shake, yell at, or belittle children, they are modeling the very behaviors that they wish to eliminate. Modeling of aggressive behaviors might also occur if toys, games, books, or films which show acts of aggression are used with the children. One strategy is to eliminate models of aggression by carefully screening materials to eliminate evidences of aggression. In summary, caregivers can best discourage aggressive behavior by creating an atmosphere in which aggression is not permitted, rewarded, or modeled.

Problem solving approach. Although caregivers generally agree that coping with aggressive behaviors is the most challenging, they often need to cope with other kinds of undesirable behaviors in the individual child. Such behaviors as whining, excessive display of comfort habits (thumb sucking), excessive talking, unusually quiet manner, or temper tantrums, often give caregivers cause for concern. An analysis of each of these types of behaviors might be useful, but a general problem-solving strategy could be applied to all undesirable behaviors. One such approach involves four steps: 1) identify the problem, 2) consider possible solutions and make a plan, 3) carry out the plan, and 4) evaluate.

In the first step the caregiver identifies the problem in a specific way: "What exactly is the child doing that I don't like?" "How often does this behavior occur?" "Why is this behavior a problem?" "Am I expecting too much?" "What should the child do instead?" At this point, the caregiver might need to observe more closely. For example, a caregiver might feel that four-

year-old Tammy is sucking her thumb too much. While observing, she notices that Tammy sucks her thumb and watches the other children play during learning centers time. She also sucks her thumb during circle time, stories, and nap. The caregiver's real concern is that Tammy is not active during learning centers time because she sucks her thumb.

The second step involves considering possible solutions: "What can I do to decrease the behavior?" "What can I do to encourage more desirable behaviors?" Caregivers should review all the direct and indirect guidance methods they might use in this situation. In Tammy's case, the caregiver decided to make a direct effort to involve Tammy in learning center activities which required the use of her hands. In this way, Tammy would be so busy with puzzles that she would not suck her thumb. The caregiver also knew that completely forbidding Tammy to suck her thumb would only cause negative feelings and frustration. Instead, reinforcement for participation in learning centers was needed.

Once a plan is made, the third step is to carry out the plan. While the plan is being implemented, careful observation is needed in order to carry out the fourth step of evaluation: "Did the plan work?" "Was the undesirable behavior decreased?" "Did appropriate behaviors replace the undesirable behavior?" "Or did the undesirable behavior increase instead?" Often caregivers become discouraged after a few days when no change is noted. Patience is needed. Changes in children's behavior take several days or weeks, so caregivers should not give up until the plan has been given a chance to work. If the plan is then evaluated as ineffective, then the problem solving process is repeated and a new plan implemented. In Tammy's case, it took several weeks and much of the caregiver's attention to involve Tammy in learning centers. Eventually Tammy came to enjoy the manipulative center and later learned to participate in all the other centers.

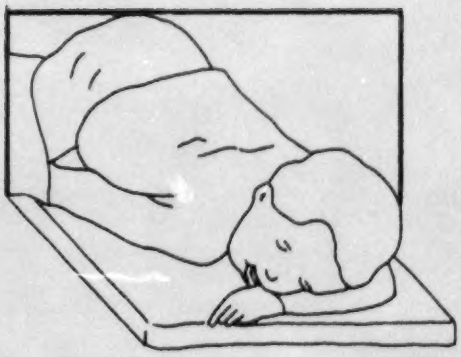
Caregivers have several guidance techniques to choose from. But without strategies or specific plans or guidelines to follow, guidance is likely to be haphazard and ineffective. Caregivers need to carefully think about the guidance system they want to use and follow through consistently.

Guiding Behaviors Associated with Certain Events

Forethought and planning are needed to promote positive behavior during certain routine events. Learning centers, rest time, meals or snacks, health care routines, and large group times are daily happenings in most centers. While field trips are not a daily happening, they also require specific, planned guidance to promote desirable behavior. Caregivers must consider the possibilities for promoting desirable behaviors during each of these times. They must also consider how each event may affect individual children. In this way, the caregiver is ready with appropriate indirect and direct guidance techniques.

Learning Center Play. Learning centers designed to fit children's developmental levels encourage appropriate behavior. Materials which are too difficult create frustration. Centers which are too easy may cause boredom. A variety of interesting materials motivates interest and positive interaction within centers. Enough items should be available to prevent prolonged waiting for a turn. Organization of centers should be logical. If children can tell by looking what a center is to be used for, they will know what behavior is expected.

When items to be used are arranged logically, and within children's reach, children can work more independently. Well organized storage encourages children to return items to the correct storage areas. Crowded areas increase noise levels and may make children irritable. Interesting centers distributed throughout the room help prevent crowding. Each center should also have the appropriate number of seats or work spaces designated. For example, if only two to four children can work comfortably in an area, only four chairs, pillows, or other pieces of equipment should be available.



Rest Time. Adequate sleep and rest are necessary for children's physical and emotional well-being. Infants and toddlers need time set aside for napping. Older children may not require sleep but should have a quiet time for resting each day. Caregivers can offer indirect guidance to help make nap or rest time pleasant and relaxed. Children should have the same resting spot each day. Having a cot or pad in the same space each day helps children feel secure. Sufficient space between cots or pads discourages disruptions.

A familiar sequence before rest time each day helps children prepare to rest. This might consist of eating, toileting, removing shoes, and lying down. Dimming the lights, talking in a quiet voice, or playing relaxing music may also be cues for rest time. If some older children do not need to sleep, it is best to allow them to look at books quietly on their cots, or in another area. For some children, it is helpful if the caregiver sits beside the cot. A back massage or a song relaxes some children.

Meals and Snacks. Setting the stage for eating helps avoid many typical behavior problems. A quiet activity before a meal or snack, such as reading a book or singing quiet songs, helps children relax. During this quiet activity a few children at a time may be sent to wash their hands. In some centers several children help a caregiver prepare for the meal by setting the table.

Appropriate rules for meal or snack time depend on several factors. Children's family background and previous experiences must be considered. The caregiver must also consider

the child's developmental level to know what to expect. For example, young children may still have difficulty using eating utensils. Also, spills can be expected because of children's physical development.

When the caregiver decides on rules for eating behavior, the rules should be discussed with the children. During meal and snack times, positive, direct guidance is often necessary. Statements such as, "Talk after you have chewed and swallowed. I can understand you better then," are necessary and helpful reminders. Another effective form of guidance during meal time is modeling. By practicing acceptable table manners, caregivers let children know what eating behaviors are desirable.

Health Care Routines. Activities such as toileting, hand washing, and brushing teeth require patience and planning by caregivers. Opportunities for toileting should be scheduled throughout the day. Some children's needs may not fit the schedule. Therefore, caregivers should be watchful and allow these children to toilet as needed. Accidents may continue to happen even to four- and five-year-olds. Caregivers should avoid shaming or scolding about accidents. It is more helpful to encourage the child to clean up, use the toilet, and put on dry clothes without blaming or giving undue attention. Praising children when they toilet successfully encourages successful toilet behavior to continue.

Patiently allow children to adjust their own clothing after toileting. Waiting for a child to indicate a need for assistance encourages independence. Washing hands after toileting and before eating is an important habit to develop in children. Low sinks or sturdy step stools and easy-to-reach soap and paper towels are helpful features. It may be necessary to demonstrate to children how to wash, rinse, and dry their hands. Direct, positive reminders such as, "Use plenty of soap" or "Where does the paper towel go when your hands are dry?" are sometimes indicated.

Large Group Times. Both indirect and direct guidance techniques can be used during large group times. Planning interesting activities that capture and maintain children's interests helps avoid behavior problems. Large group times should not be planned for prolonged periods of time. Listening in large groups is supported by including physical movement at some point. Finger play and songs help a large group get ready to listen or participate. Mats placed where children are to sit offer behavior cues. An area rug or a floor area marked off by tape serve as boundaries for group time. Rules for large groups might include keeping one's hands off others and listening when someone else is talking. Praising individual children for specific desirable behaviors in large groups encourages other children to behave the same way.

At the end of a large group time, transition activities help avoid confusion and misbehavior. Games such as describing a child and having the group guess who is being described can be used. Such transitions can move children in an orderly way, a few at a time, to the next activity.

Field Trips. A large part of effective guidance of children during field trips is preparing the children for what will happen. The caregiver should think through each phase of the trip, including leaving the building, transportation, arrival, the visit, and returning. Each step can then be carefully explained to children. Some caregivers help children act out what will happen several days before a trip. This helps to clearly explain the purpose of the trip and the behavior that is expected. Review of such explanations over a period of several days reinforces the initial discussion. Photographs, drawings, or books about the place to be visited further prepares children.

Adequate adult supervision is extremely important during a field trip. Each adult should be well prepared and aware of behavior rules. Direct reminders for children to "stay seated" while a vehicle is in motion or to follow other rules may be necessary.

Summary

The application of both direct and indirect guidance techniques helps ensure that routine daily events and special events, such as field trips, run smoothly. When children have a clear idea of what is expected, behavior problems are minimized and positive interactions are fostered.

REFERENCES

Hildebrand, Verna. *Guiding Young Children.*
Marion, Marian. *Guidance of Young Children.*

113

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 39

LEARNING OBJECTIVE

Encourage displays of prosocial behavior during informed interactions with young children.

DIRECTIONS

1. Arrange to work with a group of young children during a free play period.
2. Watch for displays of prosocial behaviors.
3. When appropriate, interact with children to reinforce or promote prosocial behavior.
4. Answer the questions below.

KEY QUESTIONS

Describe at least three examples of prosocial behavior that you observed.

How did you interact with the children to promote prosocial behavior?

What kind of guidance techniques did you use?

How did the children respond to your encouragement?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 40

LEARNING OBJECTIVE

Conduct with young children a small group experience focusing on prosocial behaviors.

DIRECTIONS

1. Select one (or more if assigned by your instructor) of the following experiences on prosocial behavior to do with young children.
2. Check with the caregiver of the group to decide which children might be involved.
3. Prepare the materials needed.
4. Carry out the experience as planned.
5. Note the results of the experience in the space below. In what ways did the activity seem appropriate? How did the children respond? What might be done differently next time?

EXPERIENCE PLAN

Topic: The Elves and the Shoemaker *Approximate age(s):* 3 to 6 years
Purpose: To share a story about helping others
Child(ren) who might be involved: _____
Materials: Story of the Elves and the Shoemaker, felt board figures

Caregiver's Role: Prepare the felt figures using the patterns on pp. 111-114. Learn the story presented on pp. 110-111 well enough that you can tell the story without reference to notes. Gather a small group of children to hear the story. Introduce the story by saying, "Listen to this story and find out how the elves helped the shoemaker. What makes a good helper?" Involve children in discussing. Tell the story using the felt board figures. Discuss the story. Ask, "How can children be good helpers?"

Anticipated Child(ren)'s Role: After listening to the story, children can tell how the elves helped the shoemaker. Children will talk about how they can be good helpers.

Results:

EXPERIENCE PLAN

Topic: Balloon Co-op *Approximate age(s)* 3 years and up
Purpose: To give children an opportunity to cooperate
Child(ren) who might be involved:
Materials: 20 blown-up balloons, large box

Caregiver's Role: Place all the balloons in a large box. If you do not have a box that is large enough, contain the balloons in a corner. Tell the children that they are going to play a game in which they must help each other or cooperate. The goal is for a group of three children to see how many balloons they can hold up together. After the game ask questions to help children think about how they worked together.

Anticipated Child(ren)'s Role: Children will be challenged not only to cooperate but to do some joint problem solving. All three children may try to hold as many balloons as they can. Some children may organize with one child getting the balloons and loading them into the arms of the other two. Children can count the balloons that they have been able to hold up together.

Results:

EXPERIENCE PLAN

Topic: Archway Bowling *Approximate age(s)* 3½ to 6 years
Purpose: To promote eye-hand coordination and perspective taking
Child(ren) who might be involved:
Materials: Archway structure, small ball, table blocks

Caregiver's Role: To make the archway structure, cut three arches out of a long sheet of cardboard. Stand the archway structure on a long table, support with blocks and masking tape to make it stand secure. Behind one side of the archway, set up several table blocks that can be knocked over if hit by a rolling ball.

Anticipated Child(ren)'s Role: The child stands by the side of the table opposite the table blocks. The goal is for the child to roll the ball through one of the archways and knock over the blocks. If blocks are set to one side of the archway, children must figure out how to roll the ball at an angle so that it will enter the arch and knock over the blocks. Children's perspective taking skills are promoted.

Results:

EXPERIENCE PLAN

Topic: Teamwork Box *Approximate age(s)* over four years
Purpose: To provide a non-competitive game which promotes cooperation
Child(ren) who might be involved: Two preschoolers
Materials: Long, shallow box or lid (about 36" X 14" X 4"), matte knife, light small ball such as a ping pong ball

Caregiver's Role: (To make, cut a hole in the center of the box. It should be just large enough for the ball to fit through.) Ask the children if they know what "teamwork" means. Listen and discuss their responses. If necessary, explain that teamwork means working together. Tell the children you have a teamwork game for them. Ask each child to hold one end of the box. Place the ball in one end. Ask the children if they can work together to roll the ball through the hole. If necessary, stand behind one child to help tilt the box. Point out all the ways they can make the box move: tilted, side to side, end to end, fast, slow, etc.

Anticipated Child(ren)'s Role: The children will work together for a common goal. They will manipulate the box until they are successful. Once this is accomplished, many children will want to repeat the activity. To be successful, each child must consider what the ball and box look like from the other's perspective. Providing boxes of different sizes with different sizes of holes and balls allows for different levels of motor development. Children can also try to keep the ball from rolling through the hole.

Results:

EXPERIENCE PLAN

Topic: Gentle Pats *Approximate age(s)* 3 to 6 years
Purpose: To help children demonstrate the concepts of gentleness
Child(ren) who might be involved:
Materials: Stuffed animal or soft doll for each child; a real cat or puppy.

Caregiver's Role: Let each child select a stuffed animal. Children sit in a circle with the caregiver. Talk about the soft qualities of the animals. Say, "Show me how to pat the animal gently." Demonstrate, if needed, how to pat or stroke the animal gently. Ask, "Why do we treat animals gently?" Involve children in discussion. Introduce a visiting pet. Give children an opportunity to gently pat the real animal.

Anticipated Child(ren)'s Role: Children will show how to act gently toward their stuffed animal. They will talk about how the animals feel and why we treat real animals gently. When children are introduced to the real pet, they can practice gently patting the animal. The children will have many kinds of questions and observations about the pet.

Results:

EXPERIENCE PLAN

Topic: Blindfold Touch *Approximate age(s)* Over three years
Purpose: To provide experience with the concept of "gentle" and "helping"
Child(ren) who might be involved:
Materials: Blindfold

Caregiver's Role: Help the children form a large circle. Ask for a volunteer to be blindfolded. Do not insist that anyone be blindfolded. Blindfold the volunteer and place in the center of the circle. Explain when the blind person says "go," the entire group will walk slowly in a circle. When he or she says, "stop," the group will stop. Then help the volunteer walk to a child in the circle. Have the volunteer feel the child's hair and face to guess who it is. Emphasize gentle, soft touching. If necessary, guide the child's hands.

Anticipated Child(ren)'s Role: The blindfolded child may not understand the term "gentle." The caregiver's emphasis on gentleness should be reinforced by guiding the child's hands. If the blindfolded child cannot guess by touching the other child, have the other child speak. After the first turn, one of the other children can help the blindfolded child walk. Encourage the helper to be gentle also. Other children may want a turn at being blindfolded.

Results:

EXPERIENCE PLAN

Topic: Cooperative Creation *Approximate age(s)* Over four years
Purpose: To provide an opportunity for solving a problem and for working together
Child(ren) who might be involved: Two or four children
Materials: One large piece of construction paper cut in a house shape; one jar of paste; one magazine or catalog; one pair of scissors; one box of fabric scraps

Caregiver's Role: Distribute materials evenly. For four children, give each child one item. For two children, give each child two items. Then give the group the house. Ask them to work together to decorate their house. Allow the children to decide how to share the materials. Intervene only if a conflict arises which the children cannot work out. Display the finished product. Praise the group's efforts to work together.

Anticipated Child(ren)'s Role: The group may share their materials, or they may decide that each child will perform a different function. The activity is likely to produce less conflict if the children work in pairs.

Results:

The Elves and the Shoemaker

This is a story about a man who made shoes for a living. He was called a shoemaker, or a cobbler. This shoemaker was a very hard worker. Every day, he cut out leather, sewed it together, and hammered on the soles of the shoes he was making. However, no matter how hard the shoemaker worked, he was getting poorer and poorer. Finally, he was so poor, he could not even buy enough food for his family. He was so poor, he only had enough leather for one more pair of shoes. He knew that when this pair of shoes was finished, he might not be able to buy more leather. That night, he cut out the shoes he planned to make the next morning. After he had carefully cut out the shoes, he went to bed, leaving the soft brown pieces of leather on his workbench.

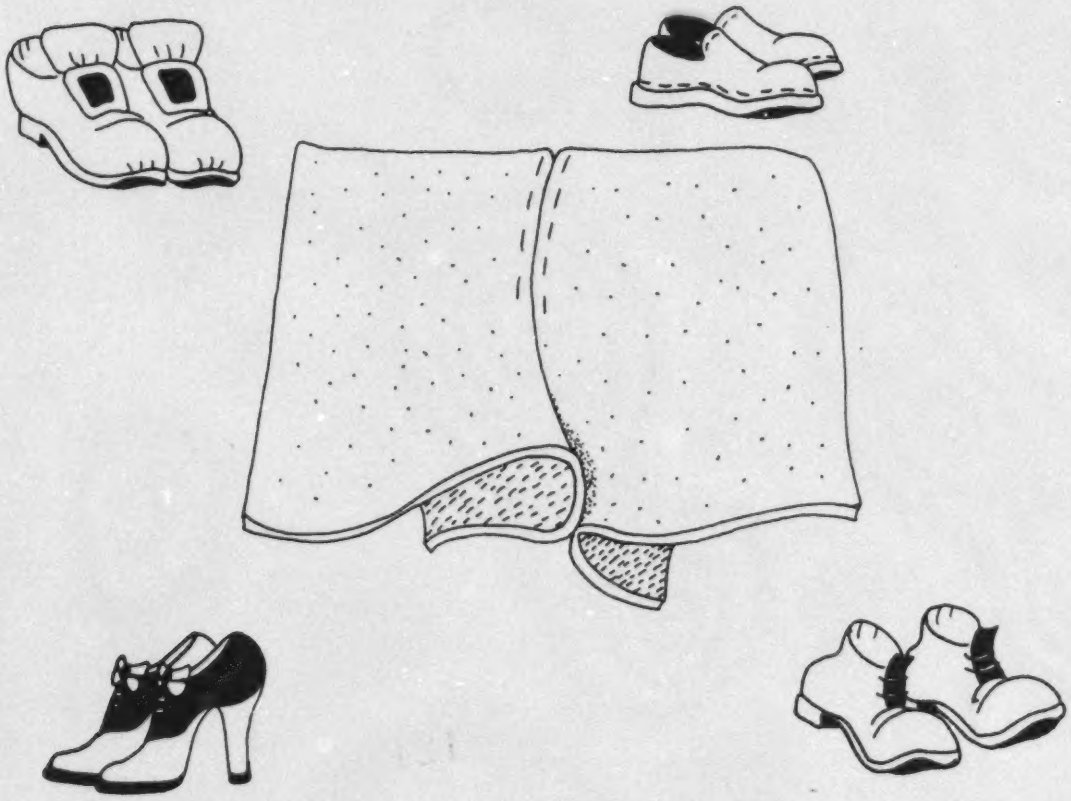
The next morning, even before the sun was shining, the shoemaker woke up. He had decided he would work extra hard on the shoes he had cut out the night before. He wanted them to be just right so someone would pay a good price for them. When the shoemaker went to his workbench, he was so surprised! The shoes were already made! Picking up the shoes, the shoemaker could tell that someone had done an excellent job. Every stitch was the same size, and very carefully made. The shoes were perfect.

The shoemaker proudly put the shoes in his store window, as he wondered "Who could have done this for me? What a wonderful helper!" Soon, a customer walked by and saw the shoes. She had been looking for some brown leather shoes just like these! She went in and bought the shoes, paying more money than the shoemaker expected. Then the shoemaker was able to buy enough leather for two more pairs of shoes.

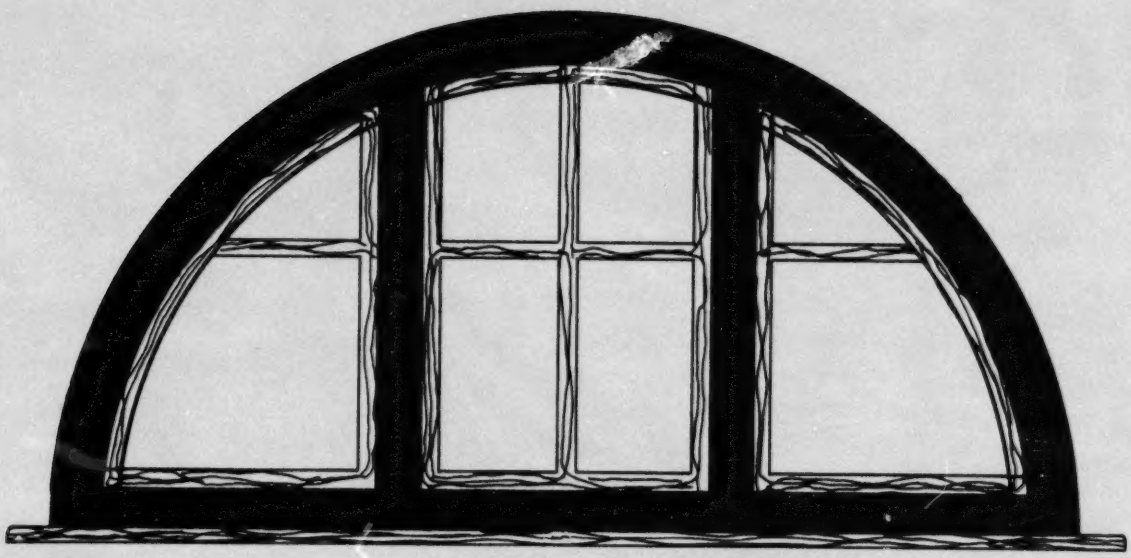
That night the shoemaker cut out two pairs of shoes before he went to bed. The next morning, what do you think he found? He couldn't believe his eyes! Two beautiful pairs of shoes were already made! The shoemaker quickly sold both pairs and had enough money for more leather. This time, he cut out four pairs of shoes. The very same thing happened again and again. Every morning, the shoemaker found the shoes he had cut out, all finished.

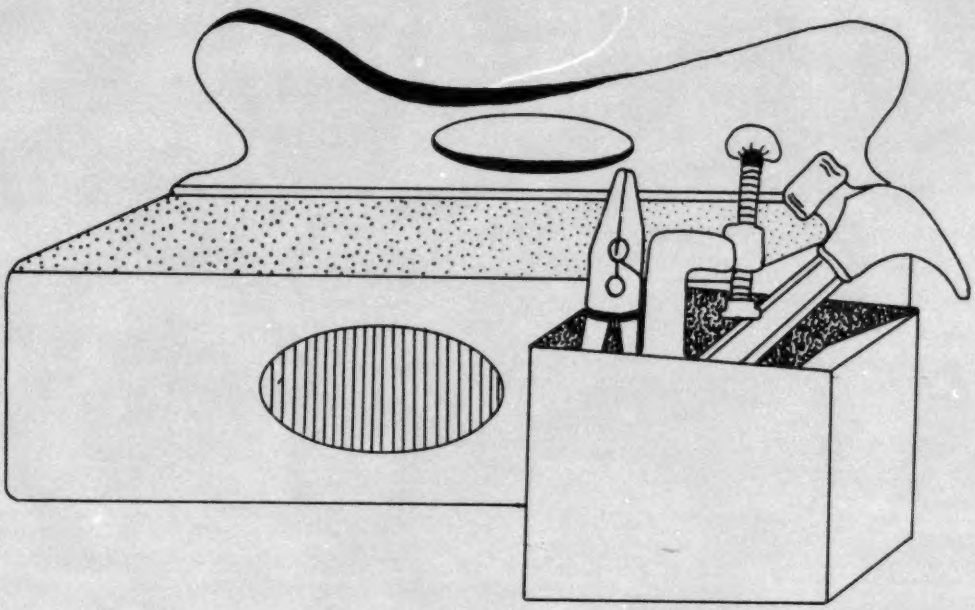
One night, the shoemaker and his wife decided to stay awake and watch. They wanted to know who their helper was. They hid in a corner of the room and waited. At midnight, two little elves climbed quickly in through the window, and went right to work. They stitched and hammered, and hammered and stitched until every shoe was finished. Then, without a sound they went back out the window, and disappeared into the darkness.

"Well, I certainly never expected such a thing," said the wife. "Elves! They have done so much to help us. What can we do for them?", she asked her husband. The shoemaker noticed that the tiny men had ragged clothes. He and his wife decided to make some new clothes for the elves. They placed the clothes on the workbench that night. When the elves came in, they were delighted with their new things and put them on quickly. The shoemaker and his wife watched as the elves left that night. Even though the elves never returned the shoemaker continued to have good business. People knew they could get the best shoes in the shoemaker's shop, so he always had plenty of customers.



121





122

123

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 41

LEARNING OBJECTIVE

Plan and conduct with young children a small group experience focusing on prosocial behaviors.

DIRECTIONS

1. Plan an experience for young children which would focus on one type of prosocial behavior.
2. Record your plan on the experience plan form below.
3. Check with the caregiver of the group to decide which children might be involved.
4. Prepare the materials needed.
5. Carry out the experience as planned.
6. Note the results of the experience in the space below. In what ways did the activity seem appropriate? How did the children respond? What might be done differently next time?

EXPERIENCE PLAN

Topic: _____ *Approximate age(s)* _____
Purpose: _____
Child(ren) who might be involved: _____
Materials: _____

Caregiver's Role:

Anticipated Child(ren)'s Role:

Results:

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 42

LEARNING OBJECTIVE

Conduct with young children an experience which focuses on the development of self-control.

DIRECTIONS

1. Select one (or more if assigned by your instructor) of the following experiences which focus on the development of self-control.
2. Check with the caregiver of the group to decide which children might be involved.
3. Prepare the materials needed.
4. Note the results of the experience in the space below. In what ways did the activity seem appropriate? How did the children respond? What might be done differently next time?

EXPERIENCE PLAN

Topic: "A Farmer Had a Dog" Song *Approximate age(s)* 4 years and up
Purpose: Promote self-control and listening skills
Child(ren) who might be involved: _____
Materials: None

Caregiver's Role: Sing with the children the song:

A farmer had a dog
And Bingo was his name, O
B I N G O, B I N G O (Letters are said)
B I N G O, and Bingo was his name, O!

After the children are familiar with the song, sing the song again only instead of saying the first B, say nothing, then go on to the I N G O. The next round, drop the I. The third round drop the N. Continue until the name is not spelled. Children might like to nod their heads to replace an unspoken letter.

Anticipated Child(ren)'s Role: In singing the song with the dropped letters, children are controlling their tendency to say the letter. It may take children several tries to get the idea of leaving off one of the letters.

Results:

EXPERIENCE PLAN

Topic: Dance Freeze *Approximate age(s)* 3 years and up
Purpose: To promote self-control
Child(ren) who might be involved:
Materials: Record and record player

Caregiver's Role: Play a record with some interesting dance music. Invite the children to dance any way they wish. When the music stops, children are to freeze and hold that position until the music starts again. Vary the length of time between stops.

Anticipated Child(ren)'s Role: Children listen for the music to stop while they dance. When the music stops, they freeze their movement in space exactly. They begin to dance again when the music starts.

Results:

EXPERIENCE PLAN

Topic: Tiger Tag *Approximate age(s)* 4 years and up
Purpose: To promote self-control
Child(ren) who might be involved:
Materials: None

Caregiver's Role: Explain the rules of the game to the children. Mark off a safety area. This game can be played indoors or out. Choose someone to be the tiger. The tiger stands in the middle of a circle made by the children. The children ask the tiger, "Tiger, are you ready?" For the first few times the tiger says something like, "No, I have to comb my fur," or "No, I have to put on my shoes." The tiger acts out these movements. After each answer the children ask once again if the tiger is ready. At a sudden moment the tiger answers, "Yes, I'm ready!" This is the signal for all the children to run to a safety area. The tiger tries to catch one child. The child caught becomes the next tiger. [NOTE: The caregiver might want to be the first tiger to give the children an idea of the tiger's role.]

Anticipated Child(ren)'s Role: Children play the game according to the rules. They must be alert and ready to run at the right moment and not before.

Results:

EXPERIENCE PLAN

Topic: Match Card Game *Approximate age(s)* 4 to 6 years
Purpose: To promote visual discrimination, concentration, self-control
Child(ren) who might be involved:
Materials: Set of Match Cards

Caregiver's Role: Make a set Match Cards using the patterns on pp. 119-122. Involve a group of four children. Explain the rules of the game to the children. Everyone turns over a card from their stack at the same time after the leader says "Ready, go." If two cards turned up match, the first one to say "Match!" gets to keep that pair of cards. Continue until all the cards are gone.

Anticipated Child(ren)'s Role: Children will play a game following directions or rules. They will use visual discrimination while looking for matching cards. They also control themselves by waiting to say "Match" at the right time. Each child should have a turn at calling "Ready, go."

Results:

EXPERIENCE PLAN

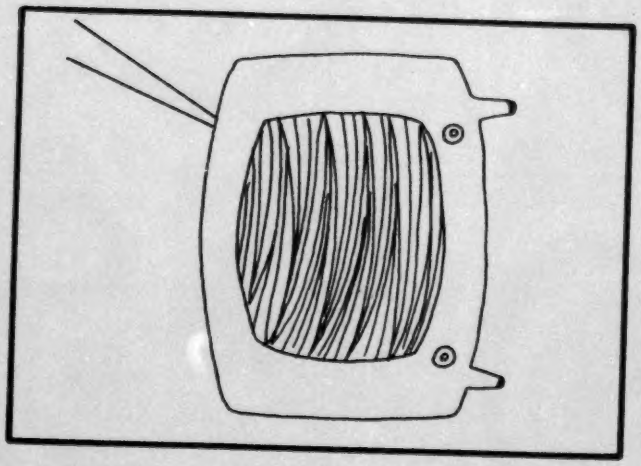
Topic: On Again/Off Again/Gone Again *Approximate age(s)* 2 to 3 years
Purpose: To help children listen for directions and respond, develop self-control, and use special words
Children who might be involved:
Materials: Chair for each child

Caregiver's Role: The caregiver calls out one of the directions: "On again," "Off again," or "Gone again." Vary the pattern of the directions so that children are challenged to listen closely and respond accordingly.

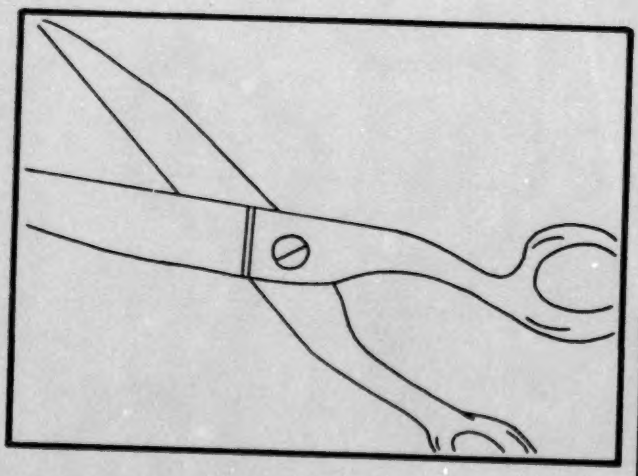
Anticipated Child(ren)'s Role: Children start out by sitting on their chairs. When the caregiver calls "Off again" they are to stand up. Next the caregiver may call "On again" and the children will sit back on their chairs. This is done several times until the caregiver says "Gone again" and the children hide behind their chairs.

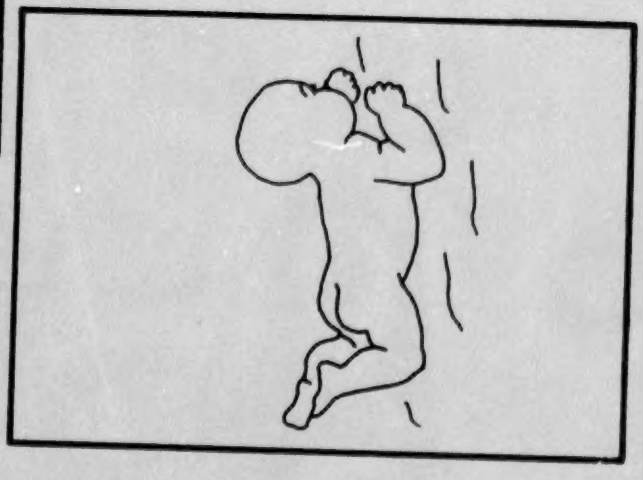
Results:

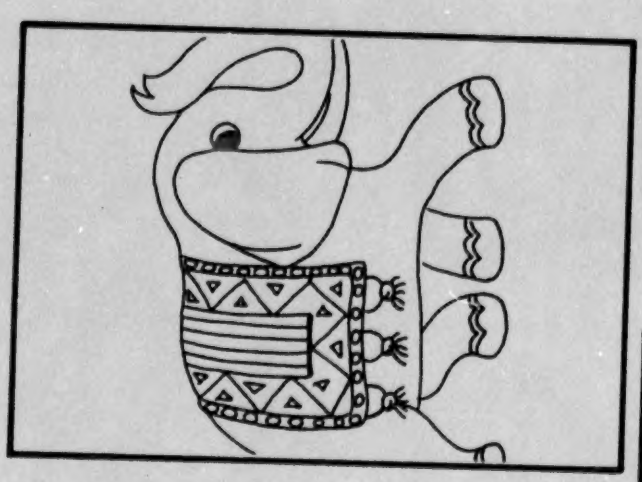
Patterns for Matching Cards

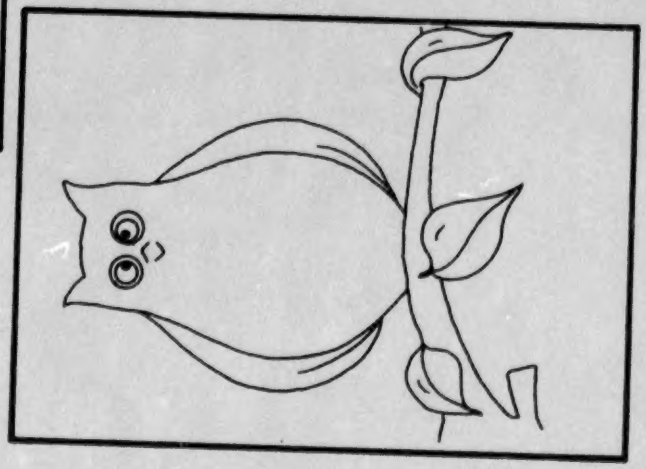


129

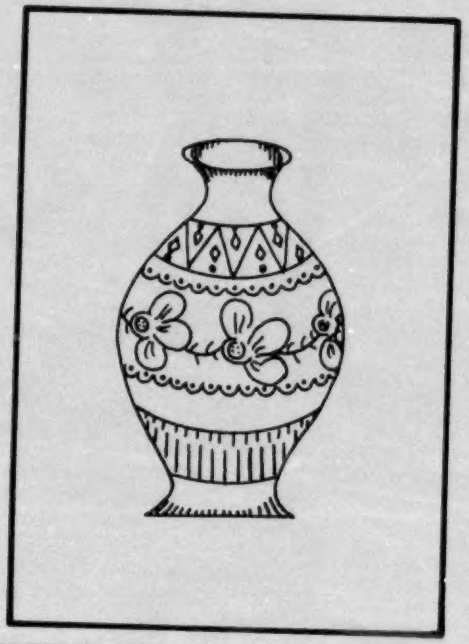


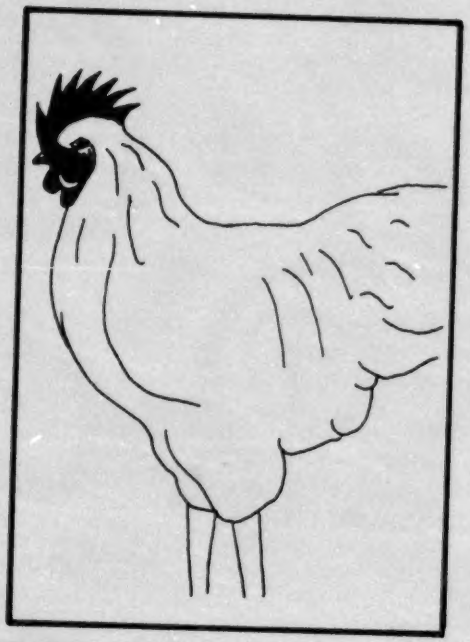


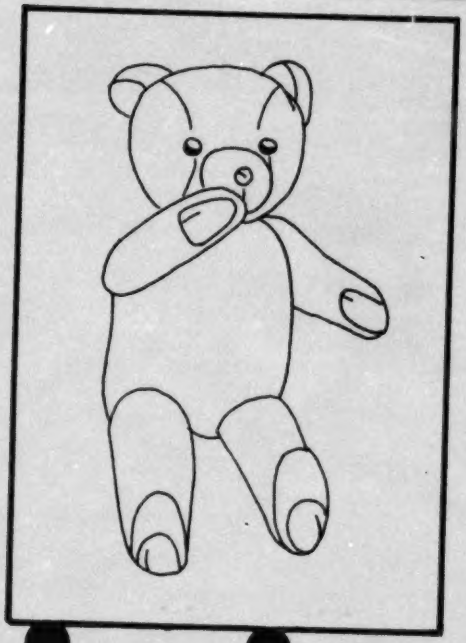


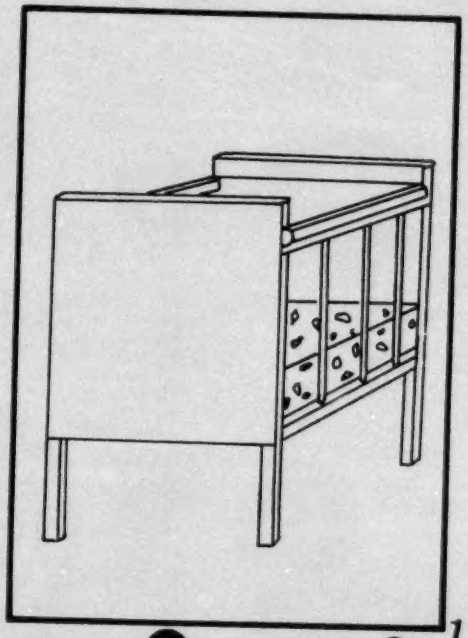


128



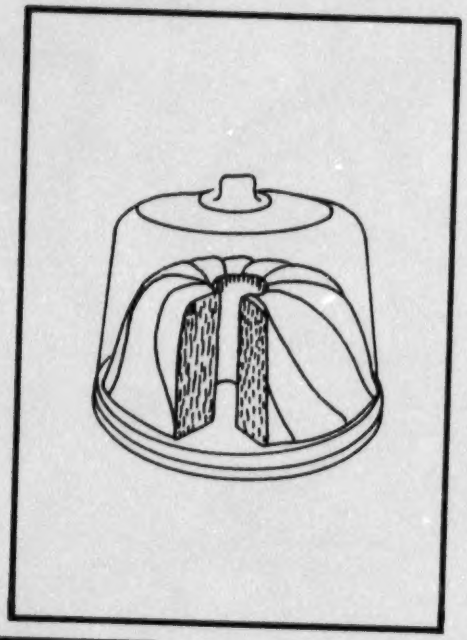


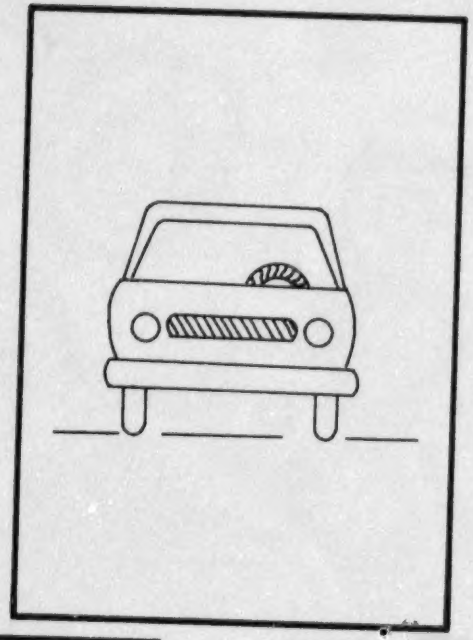


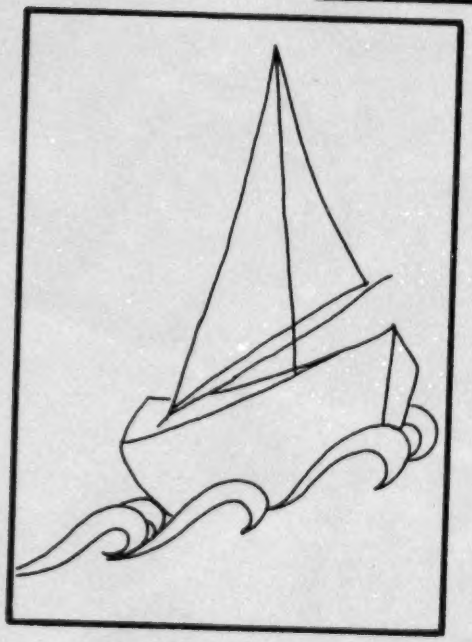


130

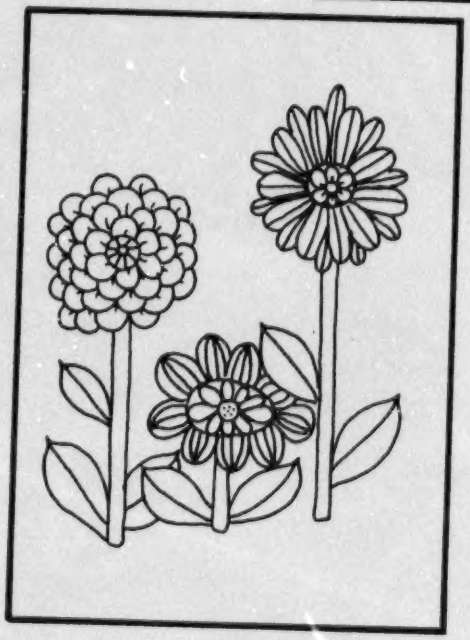
131

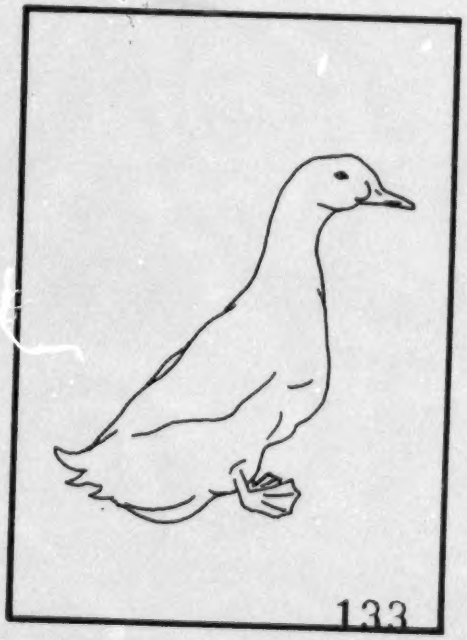






132





133

Student's Name _____ Date: _____
Course: _____

LAB EXPERIENCE 43

LEARNING OBJECTIVE

Plan and conduct with young children an experience which focuses on the development of self-control.

DIRECTIONS

1. Plan for young children an experience which would focus on the development of self-control.
2. Record your plan on the experience plan form below.
3. Check with the caregiver of the group to decide which children might be involved.
4. Prepare the materials needed.
5. Carry out the experience as planned.
6. Note the results of the experience in the space below. In what ways did the the activity seem appropriate? How did the children respond? What might be done differently next time?

EXPERIENCE PLAN

Topic: _____ *Approximate age(s)* _____
Purpose: _____
Child(ren) who might be involved: _____
Materials: _____

Caregiver's Role:

Anticipated Child(ren)'s Role:

136

Results

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 44

LEARNING OBJECTIVE

Guide young children in acquiring appropriate means of interaction.

DIRECTIONS

1. Plan to spend a morning working with a group of preschool children.
2. During your visit interact with the children in ways that will promote their interaction skills.
3. Answer the questions below.

KEY QUESTIONS

What types of interaction skills did the children display?

In what ways did the children need direct guidance to handle a negative interaction?

Describe each encounter you had with children in which you were able to promote their interaction skills. What did you do and say?

How did the children respond to your guidance?

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 45

LEARNING OBJECTIVE

Observe young children's aggressive behaviors.

DIRECTIONS

1. Arrange to observe a group of preschool children.
2. Watch for examples of aggressive behavior in the group.
3. Answer the questions below.

KEY QUESTIONS

Describe in detail the events that lead to an act of instrumental aggression. What factors contributed to the act?

Describe in detail the events that lead to an act of hostile aggression. What factors contributed to the act?

Did all of the children exhibit some aggression? Were the instances of aggression most apparent in one sex?

What role did the caregivers play in each example of aggression you observed?

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 46

LEARNING OBJECTIVE

After observation, make a plan for changing a child's undesirable behavior.

DIRECTIONS

1. Ask the caregiver of the group you wish to observe to give you the name of one or two children who have some undesirable behavior patterns. If you do not know the children, have the caregiver describe them to you so that you can spot them when you observe.
2. Observe one of the children at least twice during the week. Watch for the undesirable behavior. Note how often it occurs and under what condition.
3. Answer the questions below.

KEY QUESTIONS

What is the specific undesirable behavior?

How often does it occur and under what conditions? What might cause the child to act this way?

What plan could you suggest for changing the child's behavior? Describe several possible solutions. Which one do you think would be most successful? Why?

[NOTE: If appropriate, you might share your plan with the caregiver of the child. Perhaps together, you could devise and implement a plan that would be effective.]

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 47

LEARNING OBJECTIVE

Observe caregivers' use of indirect and direct guidance during learning centers and a large group activity period.

DIRECTIONS

1. Observe a group of preschoolers and their caregiver(s) during learning centers time and again during a large group activity.
2. Answer the questions below.

KEY QUESTIONS

Describe how the organization of learning centers indirectly guided children toward appropriate behavior.

Did the children rotate among learning centers? Did children move around frequently? How was the number of children in each area limited?

How did the caregiver use direct guidance to foster appropriate behavior during learning centers time?

Describe a large group activity that you observed.

How did the caregiver maintain the interest of the group? List direct guidance techniques that the caregiver used to maintain order.

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 48

LEARNING OBJECTIVE

Plan and conduct with young children a large group experience using appropriate guidance techniques.

DIRECTIONS

1. Plan a large group activity for preschool children.
2. Record your plan on the experience plan form below.
3. Have the group's caregiver and your instructor check your plan.
4. Check with the caregiver of the group to arrange the best time.
5. Prepare materials needed.
6. Carry out the experience. Use guidance techniques which help children benefit from the large group experience.
7. Note the results of the experience. In what ways did the activity seem appropriate? How did the children respond? What guidance techniques did you use? What might be done differently next time?

EXPERIENCE PLAN

Topic: _____ *Approximate age(s)* _____
Purpose: _____
Child(ren) who might be involved: _____
Materials: _____

Caregiver's Role:

Anticipated Child(ren)'s Role:

141

Results:

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 49

LEARNING OBJECTIVE

Observe guidance of children during a daily routine.

DIRECTIONS

1. Arrange to observe a group of young children during daily routines such as toileting, snack or lunch, nap time, or arrival or departure.
2. Observe the guidance techniques used by the caregiver to support positive behavior.
3. Answer the questions below.

KEY QUESTIONS

What routines did you observe?

Describe two examples of how indirect guidance helped the children know what to do or how to behave.

Describe two examples of how direct guidance from the caregiver helped the children know what to do or how to behave.

What ideas can you offer for handling these routines in a different way? Explain your ideas and why you feel children would benefit from them.

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 50

LEARNING OBJECTIVE

Plan and conduct a field trip with a group of young children.

DIRECTIONS

1. Plan a field trip. Use the planning sheet on the next page to record your ideas.
2. Have the group's caregiver and your instructor check your plan.
3. Arrange the field trip with the caregiver of the group you wish to work with.
4. Conduct the field trip as planned.
5. Answer the questions below.

KEY QUESTIONS

Describe how you prepared the children for the trip.

What learning outcomes resulted?

Did the trip go according to the plan? How did you handle any unexpected situations that arose?

What direct and indirect guidance techniques did you use to help make the trip safe and successful?

What will you do differently next time?

PLANNING A FIELD TRIP

1. Decide where you wish to visit. Some possible places include: airport, bank, bookbindery, cabinet maker, dairy farm, doctor's office, florist shop, hardware store, hotel, locksmith shop, museum, pet store, police station, post office, telephone operations center, upholstery shop.

   On our field trip we will visit _____.

2. Check with the appropriate person(s) at the place you wish to visit to make arrangements.

   Person(s) I talked to about the trip: _____

3. Identify possible learning outcomes for the children.
   Possible learning outcomes for our trip include:

4. Visit the place before you take the children. Check with the appropriate persons, look around, find out where the restrooms are, look for potential danger spots, and look for especially interesting points.

   Observations made on previsit:

5. Prepare the children for the trip. Talk about what will happen, what they will see, and how they are expected to behave.

   I should discuss the following points with the children:

6. Arrange for transportation and safety.

   Transportation arrangements are: _____

   Safety will be ensured by:

SELF-EVALUATION FOR LABORATORY EXPERIENCES

Name of Student: _____ Date: _____

Course Instructor: _____ Course: _____

Lab Experience: _____

Briefly describe the events of your experience.

Answer the following questions.	Yes	No	N/A
1. Did I read the unit overview and assigned readings?	☐	☐	☐
2. Did I read the lab experience carefully before beginning?	☐	☐	☐
3. Did I follow the directions?	☐	☐	☐
4. Did I arrive on time as planned?	☐	☐	☐
5. Were my materials or equipment ready?	☐	☐	☐
6. Did I know the assignment well enough to carry it out without referring to notes?	☐	☐	☐
7. Did I introduce myself to the caregiver and children?	☐	☐	☐
8. Did I achieve the learning objective for the lab experience?	☐	☐	☐
9. Were my personal goals for the experience achieved?	☐	☐	☐

Describe what you feel you accomplished as a result of this experience.

How could you improve your performance?

SELF-EVALUATION FOR LABORATORY EXPERIENCES

Name of Student: _____ Date: _____

Course Instructor: _____ Course: _____

Lab Experience: _____

Briefly describe the events of your experience.

Answer the following questions.	Yes	No	N/A
1. Did I read the unit overview and assigned readings?	☐	☐	☐
2. Did I read the lab experience carefully before beginning?	☐	☐	☐
3. Did I follow the directions?	☐	☐	☐
4. Did I arrive on time as planned?	☐	☐	☐
5. Were my materials or equipment ready?	☐	☐	☐
6. Did I know the assignment well enough to carry it out without referring to notes?	☐	☐	☐
7. Did I introduce myself to the caregiver and children?	☐	☐	☐
8. Did I achieve the learning objective for the lab experience?	☐	☐	☐
9. Were my personal goals for the experience achieved?	☐	☐	☐

Describe what you feel you accomplished as a result of this experience.

How could you improve your performance?

PARTICIPATION EVALUATION

Name of Student Observed: _____ Date: _____
Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Observation: _____

Description of the Student's Performance:

EVALUATION CHECK LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Age-appropriateness	☐	☐	☐	☐	☐
Preparation of materials	☐	☐	☐	☐	☐
Introduction to the experience	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Quality of initiating	☐	☐	☐	☐	☐
Quality of responding	☐	☐	☐	☐	☐
Voice tone	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐
*Specific**					
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in specific behaviors to be observed based on the lab experience. This should be done before the student is observed.

PARTICIPATION EVALUATION

Name of Student Observed: _____ Date: _____
Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Observation: _____

Description of the Student's Performance:

EVALUATION CHECK LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Age-appropriateness	☐	☐	☐	☐	☐
Preparation of materials	☐	☐	☐	☐	☐
Introduction to the experience	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Quality of initiating	☐	☐	☐	☐	☐
Quality of responding	☐	☐	☐	☐	☐
Voice tone	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐
*Specific**					
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in specific behaviors to be observed based on the lab experience. This should be done before the student is observed.

Terms and Definitions

Glossary of Terms

assumption
Personal belief or opinion.

conceptual tempos
Typical response pattern or rhythms identified by Jerome Kagan. The two conceptual tempos Kagan explored were reflective and impulsive.

direct guidance
Direct words or actions that promote or change children's behavior.

discipline
Guidance to help children develop self-control, independence, and decision-making skills.

egocentrism
An interest in things concerning the self. Young children are naturally egocentric. Their thinking centers around the way they understand the world in relation to themselves.

eidetic imagery
Special memory ability also called photographic memory. A person with eidetic imagery can retain and recall vivid details of what is seen.

environment
The physical setting and emotional conditions surrounding a person.

extinction
To make inactive or non-existent. In behavioral terms, to make behavior inactive.

foundation
The basis for an assumption or opinion. In guidance, foundations include the goals for behavior, and the reasons specific goals are thought to be important.

goals
Behaviors which caregivers want to develop within each child.

guidance
Direct and indirect words, actions, and environment which influence behavior.

impulsive
One type of conceptual tempo identified by Jerome Kagan. Impulsive tempo is indicated by rapid completion of certain test items, without concern about the correctness of responses.

indirect guidance
Environmental influences on behavior.

inductive guidance
Helping children think and reason about their behavior. Inductive guidance leads children to consider why some behaviors are more desirable than others.

logical consequences
A guidance technique in which undesirable behavior is followed by a consequence directly related to the behavior.

long-term guidance
Guidance aimed at a change in behavior. For example the development of self-control over a period of time.

long-term memory
The part of the memory where information is retained over a period of time.

moral development
The process of learning to value and live according to a set of principles which guide human interactions.

negative reinforcement
The removal or reduction of an unpleasnat event or action that causes the preceding behavior to decrease.

perception
The way in which information is received and interpreted by the senses.

positive reinforcement
Recognition for desirable behavior.

prosocial behaviors
Behaviors such as cooperation, helping, or sharing which are done for the benefit of others.

punishment
Penalty for an undesirable behavior.

recall
The process of consciously remembering items stored in long-term memory. Items remembered are not present.

recognition
The memory process involving identification of stimulus previously experienced. Items to be identified are present.

reflective
One type of conceptual tempo identified by Jerome Kagan. A reflective tempo is indicated when a child takes his time to consider each possible answer to certain test questions.

self-concept
The image or view a person has of the self.

self-control
The ability to consciously determine one's own behavior.

short-term guidance
Guidance aimed at dealing with specific, immediate actions or activities.

short-term memory
The part of the memory where information is stored for a few minutes. Information in the short-term memory is either forgotten or transferred to the long-term memory.

social conventions
Values or rules accepted by a social group.

traffic flow
The movement of people in and out of an area.

transitions
The periods between major blocks of time or activities.

verbal guidance
The use of words to guide behavior.

Bibliography

Beaty, Janice J. *Classroom Skills for Preschool Teachers: A Self-Taught Modular Training Program.* Columbus, OH: Charles E. Merrill, 1979.

Craig, Grace J. *Human Development.* Englewood Cliffs, NJ: Prentice-Hall, 1982.

Dinkmeyer, Don and McKay, Gary D. *Systematic Training for Effective Parenting: Parent's Handbook.* Circle Pines, MN: American Guidance Service, Inc., 1982.

Gordon, Thomas. *T.E.T.: Teacher Effectiveness Training.* New York: David McKay Co., 1975

Hildebrand, Verna. *Guiding Young Children.* New York: Macmillan, 1980.

Krumboltz, John D. and Krumboltz, Helen Brandhorst. *Changing Children's Behavior.* Englewood Cliffs, NJ: Prentice-Hall, 1972.

Larson, Betty; Ziegler, Norma; and Byers, Jane. *Let the Kids Do It, Book 1.* Belmont, CA: Pitman Learning, 1983.

Larson, Betty; Ziegler, Norma; and Byers, Jane. *Let the Kids Do It, Book 2.* Belmont, CA: Pitman Learning, 1983.

Lefrancois, Guy R. *Of Children: An Introduction to Child Development.* Belmont, CA: Wadsworth, 1979.

Marion, Marian. *Guidance of Young Children.* St. Louis: Mosby, 1981.